











April 2016

Dear DC Families:

It is with great excitement that I write to you to share the second edition of our online Education & Community Resource Guide, which was developed by the Office of the Student Advocate. The mission of our office is to guide and support students, parents, families, and communities in navigating the DC education landscape. This resource guide not only assists our office in fulfilling our mission but also gives anyone who accesses it the ability to take advantage of a plethora of resources that impact education and educational attainment. The Education & Resource Guide can be found at http://sboe.dc.gov/page/resource. I ask that you please share this guide with your constituents and networks.

It has been a true honor to serve students and families in a way that helps to foster meaningful connections and collaboration in a way that allows them to **be informed**, **be connected and be empowered**. Our office looks forward to continuing to serve the education community in a way that positively impacts all public school students in the District of Columbia.

Please feel free to contact our office at (202) 741-4692 or <u>student.advocate@dc.gov</u> if you have questions about our work, this resource guide, or would like to discuss opportunities for us to work in partnership together.

Sincerely,

Faith

Faith Gibson-Hubbard
Chief Student Advocate
Office of the Student Advocate | D.C. State Board of Education
441 4th St. NW, Suite 723N, Washington, DC 20001





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Academics/Instruction

| Organization Name | Description | Contact | |
|------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------|
| | ACE provides mentors who guide students as they explore career opportunities in | | |
| | architecture, construction and engineering. Team activities include construction site | | |
| | tours, professional office visits, guided excursions to college campuses and hands-on | | |
| | projects designed to help students | | |
| ACE Mentoring Program | learn architecture, engineering and construction industry fundamentals. | http://www.acementor.org/ | 202.572.2500 |
| | The mission of Art Education DC (AEDC) is to advance quality visual arts education in | | |
| | Washington, DC through a strong and vibrant professional community embracing | | |
| | advocacy and professional development. AEDC effectively communicates and advocates | | |
| | for the importance of student learning and lifelong learning. This includes access to | | |
| | programs, services, and resources in emerging research, which inform practice in | | |
| Arts Education DC | quality visual arts education. | http://www.arteducationdc.org/ | |
| | Asian American LEAD provides enrichment and development programs to Asian | | |
| | American youth through one-on-one mentoring, academic support services, life-skills | | |
| | development and assistance to parents with school-related issues affecting their | | |
| | children. It provides a nurturing environment and culturally-sensitive guidance so each | | |
| Asian American LEAD | child will be a contributing member of the community. | http://www.aalead.org/ | 202.884.0322 ext. 109 |
| | The Coalition for Community Schools, housed at the Institute for Educational | | |
| | Leadership, is an alliance of national, state and local organizations in education K-16, | | |
| | youth development, community planning and development, family support, health and | | |
| | human services, government and philanthropy as well as national, state and local | | |
| Coalition for Community | community school networks. Community schools are both a place and a set of | | |
| Schools, The | partnerships between the school and other community resources. | http://www.communityschools.org/ | |
| | CCC provides eighth and ninth grade students with college and career awareness and | | |
| | planning information. The program reinforces the importance of academic preparation | | |
| | and provides a compelling rationale for taking school seriously. Its workshop series | | |
| College & Career Connections | helps students assess their strengths and interests and explore how those interests | | |
| (CCC) | intersect with various careers. | http://www.collegeandcareerconnections.org/ | 202.536.4907 |
| | College Advocate provides personal college preparatory consultation to distinguished | | |
| College Advocate | students who are nominated during their junior year. Each student receives two years | http://thecollegeadvocate.org/ | 202.256.0203 |

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| | of comprehensive services including SAT prep, visits to outstanding colleges, assistance | 1 | |
|------------------------------|------------------------------------------------------------------------------------------|-----------------------------------|----------------------|
| | with college applications, essays, financial aid forms and advocacy on their behalf with | | |
| | college admissions offices. | | |
| | Countdown to College and Careers provides opportunities for youth in grades 3–12 to | | |
| | explore future career options and prepare for admission into the best colleges. | | |
| | Believing it's never too early to begin the countdown to college and careers, students | | |
| Countdown to College and | are challenged to dream of all they could be and pursue it passion, academic skill and | | |
| Careers | talent. | http://www.countdown2college.org/ | 301.755.7181 |
| | The DC Collaborative, in partnership with our members, advances access to learning | | |
| | opportunities in the arts and humanities for all DC public and public charter school | | |
| | students. The DC Collaborative envisions that DC public schools and public charter | | |
| 1 | schools are widely recognized for the comprehensive education—integrating the arts | | |
| DC Collaborative, The | and humanities with core subjectswhich they provide to all students. | http://www.dccollaborative.org/ | |
| | Early Stages provides high quality learning experiences that foster growth in children | | |
| Early Stages Learning Center | through contextualized academic enrichment, customized tutoring, homework | | |
| LLC | assistance, wellness activities and volunteer recruitment activities. | http://www.eslearningcenters.com/ | 202-829-8900 |
| | The Greater Washington Fields of Dreams is an afterschool program focused on | | |
| | homework assistance, academic enrichment, nutrition awareness, character education | | |
| | and baseball instruction. They provide programs at Ludlow Taylor ES, Kimball ES and | | |
| | Moten @ Wilkinson ES, Turner @ Green ES, Simon ES, Malcolm X ES, Johnson MS and | | |
| Field of Dreams | Sousa MS. | http://www.fieldofdreamsdc.org/ | 202.331.1550 ext. 14 |
| | FAN supports youth in foster care in grades 5–12 by offering academic support, group | | |
| | mentoring, extracurricular instruction, community service opportunities, leadership | | |
| 1 | development and college and career preparation. FAN's mission is to cultivate a focus | | |
| | on youth well-being and positive | | |
| FihankraAkomaNtoaso (FAN) | development in an environment infused with safety, security and love. | http://www.fan-dc.org/ | 202.379.3080 |
| | FLOC has two primary programs serving DCPS youth. The Neighborhood Tutoring | | |
| | Program provides one-on-one tutoring to help students in grades 1-12 achieve grade- | | |
| | level competency in reading and math. The Scholars Program helps students in grades | | |
| 1 | 6-12 and beyond to gain the skills they need to graduate from high school, pursue | | |
| | higher education and achieve career success. The program includes academic and | | |
| For the Love of Children | project-based workshops, academic advising, homework help, college application and | http://www.floc.org/ | 202.462.8686 |

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| | financial aid support and service-learning projects. | | |
|---------------------------------|-------------------------------------------------------------------------------------------|-------------------------------|--------------|
| | Future Next programs consist of a core model of math, science and literacy. Students | | |
| | are guided through a structured curriculum, ensuring that they are challenged, building | | |
| | fundamental skills and gaining confidence and momentum along the way. Programs | | |
| | include academic and project-based classes, life skills classes and workshops, academic | | |
| | advising, homework help, college preparation, test taking preparation, application and | | |
| Future Next Corporation | essay writing, financial aid and community service projects. | http://www.futurenext.org/ | 301.643.4259 |
| | Good Deed's mission is to provide a high-quality program to young people in Grades | | |
| Good Deed Before and | PK-5 to enhance numeracy and literacy skills. They provide a safe, caring and fun | | |
| Afterschool Learning Center, | learning environment while encouraging the youth's academic, physical and social | | |
| LLC | development. | | 202.486.2650 |
| Institute for Student | ISA partners with schools to transform underperforming public high schools into | | |
| Achievement | rigorous, supportive learning environments. | http://studentachievement.org | 516-812-6700 |
| | KaleidoLINKS provides high school students with quality afterschool programming that | | |
| | challenges them in all facets of academic and personal growth. KL Racing, KL College | | |
| | Prep and KL Communication provide young adults with outlets that allow them to learn | | |
| | and express themselves. Through hands-on experience, they grow to understand | | |
| KaleidoLINKS | themselves and others while gaining valuable career skills and academic knowledge. | http://www.kaleidolinks.org/ | 240.888.8317 |
| | Kid Power provides academic, artistic, nutritional and service-learning opportunities for | | |
| | youth in under-served neighborhoods in DC. Kid Power's mission is to empower youth | | |
| | to become informed and engaged advocates for change in their own lives and in their | | |
| | communities. Kid Power provides one hour of rigorous academics daily, after which | | |
| | youth engage in a variety of enrichment activities including art, dance, drama, yoga, | | |
| Kid Power | skating, poetry, cooking/gardening, and other exciting activities. | http://www.kidpowerdc.org/ | 202.383.4543 |
| | The Literacy Lab is a non-profit organization providing low-income children | | |
| | individualized reading instruction in order to improve their literacy, leading to greater | | |
| Literacy Lab | success in school and increased opportunities in life. | http://theliteracylab.org | 202-624-3041 |
| | New Community for Children (NCFC) transforms the lives of children and youth in the | | |
| | District of Columbia by supporting academic achievement, developing life skills, | | |
| | fostering creativity and cultural awareness, nurturing spiritual connections and growth, | | |
| New Community for Children | and empowering children to succeed. | http://ncfc-dc.org | 202-232-0457 |
| Opportunities Industrialization | OIC/DC provides young people the opportunity to improve their academic skills. Youth | http://www.oicdc.org/ | 202.373.0050 |

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| Center, Inc. | engage in an intensive program that provides academic enrichment, career exploration, employability, skills training and leadership and development skills. OIC/DC provides instruction on employment related topics such as: job shadowing, life skills, | | |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------|
| | employment readiness skills, career counseling, supportive services and work | | |
| | experience. | | |
| OSSE - Elementary and | | http://osse.dc.gov/service/elementary- | |
| Secondary Education | | secondary-education | 202-727-6436 |
| | The Parent Toolkit will help you navigate your child's journey from pre-kindergarten | | |
| Parent Toolkit | through high school. It is designed to help you track and support progress at each stage. | http://www.parenttoolkit.com/ | |
| | Paxen Learning's educational program, About Face, provides training in areas involving | | |
| | key academic, life and career skills. It helps youth improve study skills and academic | | |
| | performance, develop life skills and employability skills, receive supportive services and | | |
| Paxen Learning Corporation | exposure to positive role models. | http://www.paxen.com/ | 202.210.2210 |
| | Peace Doves Montessori provides tutoring services to DCPS students in Grades K–3. | | |
| | They use Montessori based hands-on lessons to strengthen math and reading skills | | |
| | while helping students with homework. They also provide health and wellness classes | | |
| Peace Doves Montessori | (dance) and arts and crafts. | http://www.peacedovesmontessori.com/ | 202.906.9157 |
| | Teaching for Change provides teachers and parents with the tools to create schools | | 800-763-9131 or 202- |
| Teaching for Change | where students learn to read, write and change the world. | http://www.teachingforchange.org/ | 588-7204 |

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Adult Education

| Organization Name | Description | Contact | |
|------------------------------|---------------------------------------------------------------------------------------------|----------------------------------|----------------|
| | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Academy of Hope | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)269-6623 |
| Anacostia Community Outreach | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Center | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)889-5607 |
| | The mission of Briya Public Charter School is to provide a high quality education for | | |
| | adults and children to empower families through a culturally sensitive family literacy | | |
| Briya PCS | model. | http://briya.org | (202) 797-7337 |
| Carlos Rosario International | | | |
| PCS | | www.carlosrosario.org | (202) 797-4700 |
| | Community College Preparatory Academy (CC Prep) rests on the belief that an exciting | | |
| Community College | and supportive learning environment that is responsive to all student's learning needs, | | |
| Preparatory Academy PCS | will yield high performance outcomes. | www.ccprep-academy.org | 202-610-5780 |
| Congress Heights Training | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Center | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)563-5200 |
| | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Covenant House Washington | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)610-9600 |
| | Adult and Family Education is a federally established agency that: re-grants federal and | | |
| | local funds to eligible providers of adult education services; facilitates state leadership | | |
| | activities including professional development, technical assistance and monitoring; and, | | |
| DCPS - Adult and Family | maintains and reports state and local program performance, progress and outcome | | |
| Education | data. | http://dcps.dc.gov/afe | 202-741-5531 |
| | Ballou STAY's mission is to deliver a high-quality academic and career/technical | | |
| | program that will lead to a high school diploma or vocational certificate. Ballou STAY | | |
| | offers traditional and accelerated diploma programs in addition to GED Prep and | | |
| | External Diploma Programs. Ballou STAY also offers vocational programs such as | | |
| | automotive technology, barbering, cosmetology, Microsoft Office courses, and culinary | | |
| DCPS - Ballou STAY | arts. | http://balloustay.com | (202) 645-3390 |
| DCPS - Roosevelt STAY | | http://rooseveltstay.org | (202) 576-8399 |
| Excel Center, The | Our mission is to provide adults the opportunity and support to earn a high school | http://www.dcgoodwill.org/front- | (202)715-2609 |

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| | diploma and post-secondary education while developing career paths that present | page/goodwill-of-greater-washington-open-dc | |
|-----------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------|----------------|
| | greater employment and career growth opportunities. | adult-charter-school-excel-center/ | - |
| | GED Testing Service is a joint venture between Pearson and the American Council on | | |
| | Education (ACE). GED Testing Service provides opportunities to transform lives, support | | |
| | families, and build stronger communities. We offer any adult who wants it the | | |
| | opportunity to earn a high school equivalency credential, prepare for a better job, | | |
| GED Testing Services | support their family, and realize their dream for a better life. | https://ged.com | |
| | Hubbard Place provides educational, cultural and recreational opportunities to youth, | | |
| | teens, adults and seniors. These after school tutoring and enrichment programs include | | |
| | GED study and job skills training, health and wellness workshops, computer literacy | | |
| Hubbard Place Urban Village | classes, English as a Second Language and financial literacy education. | http://www.hubbardplace.org/ | 202.387.1919 |
| National Organization of | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Concerned Black Men | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)746-8762 |
| | To provide students who face extraordinary challenges and who are not supported in | | |
| Next Step PCS | traditional high schools the opportunity to continue their education. | www.nextsteppcs.org/ | (202) 319-2249 |
| | Adult and Family Education is a federally established agency that: re-grants federal and | | |
| | local funds to eligible providers of adult education services; facilitates state leadership | | |
| | activities including professional development, technical assistance and monitoring; and | | |
| OSSE - Adult and Family | maintains and reports state and local program performance, progress and outcome | | |
| Education | data. | http://osse.dc.gov/afe | 202-741-5531 |
| Perry School Community | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Services Center | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)312-7142 |
| | PEECC provides comprehensive educational programs for youth and adults facilitated by | | |
| | wrap-around services which support academic and vocational education, employment | | |
| | readiness and placement, technology skills, parenting skills, as well as infant/toddler | | |
| | developmental training and care. Its mission is to provide youth with access to | | |
| | resources so they can succeed academically, pursue higher education, find challenging | | |
| Progressive Educational | and rewarding careers, participate in our democratic system as informed citizens, | | |
| Experiences in Cooperative | appreciate and contribute to our culture and pursue their own goals and interest | | |
| Cultures | throughout their lives. | http://www.peecc.org/ | 703.623.3202 |
| | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| Southeast Ministry | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)562-2636 |

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| | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
|-----------------------------|---------------------------------------------------------------------------------------|------------------------|---------------|
| Washington Education Center | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)387-2222 |
| | Adult education provider, licensed by the OSSE AFE unit. For more information, please | | |
| YWCA National Capital Area | visit http://osse.dc.gov/afe. | http://osse.dc.gov/afe | (202)626-0700 |

Advocacy/Policy





| Organization Name | Description | Contact | |
|--------------------------------|-------------------------------------------------------------------------------------------|------------------------------------|----------------------|
| | The Alliance for Educational Justice (AEJ) is a national collective of approximately 30 | | |
| | intergenerational and youth organizing groups across the nation that work with local | | |
| | and federal policymakers to transform public education to a system that equally | | |
| | prepares all students – regardless of race or socioeconomic status – for college, | | |
| | meaningful employment, and full participation in democracy. We have approximately | | |
| Alliance 4 Educational Justice | 1,000 high school-aged youth leaders of color in our membership. | http://www.alliance4edjustice.org/ | |
| | Bellwether Education Partners is a nonprofit dedicated to helping education | | |
| | organizations in the public, private, and nonprofit sectors become more effective in | | |
| Bellwether Education | their work and achieve dramatic results, especially for high-need students. | http://bellwethereducation.org/ | |
| | Nonprofit corporation providing free legal services to children, families and foster | | |
| Children's Law Center | caregivers in the District of Columbia. | http://childrenslawcenter.org | 202-467-4900 |
| | At City Year, we're working to bridge the gap in high-poverty communities between the | | |
| | support that students actually need, and what their schools are designed and resourced | | |
| | to provide. In doing so, we're helping to increase graduation rates across the country, | | |
| City Year DC | and changing the lives of the students we serve. | http://cityyear.org/dc | 202-776-7780 |
| Communities in Schools DC | Communities In Schools is the largest, most effective dropout prevention organization | | 202-333-2277 or 202- |
| (Nation's Capital) | dedicated to keeping kids in school and helping them to succeed. | http://cisnationscapital.org | 563-5788 |
| | Our mission is to promote court appointed volunteer advocacy so that every abused | | |
| Court Appointed Special | and neglected child in the DC foster care system can be safe, establish permanence and | | |
| Advocates (CASA) for Children | have the opportunity to thrive. This mission is carried out through the recruitment, | | |
| of DC | training and support of volunteer advocates (CASA volunteers) who serve youth in DC. | http://casadc.org/ | 202-887-0007 |
| | DC Action provides data-based analysis and policy leadership on critical issues facing DC | | |
| | children and youth, to promote policies and actions that optimize child and family well- | | |
| DC Action for Children | being. | http://dcactionforchildren.org | 202-234-9404 |
| | The DC Alliance of Youth Advocates (DCAYA) is a coalition of youth-engaged | | |
| | organizations, youth and concerned residents formed to ensure that all children and | | |
| | youth in the District of Columbia have access to high-quality and affordable | | |
| | developmental opportunities. We accomplish this mission by crafting policy | | |
| DC Alliance for Youth | recommendations, providing structured advocacy opportunities for our members and | | |
| Advocates | allies, networking and empowering youth. | http://www.dc-aya.org/ | 202-587-0616 |

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| National Alliance of Public | We are working to grow the number of high-quality charter schools available to all | www.publiccharters.org | 202-289-2700 |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------|
| of Columbia | Court. | http://legalaiddc.org | |
| Legal Aid Society of the District | law attorneys represent clients in a wide range of intrafamily matters in the DC Superior | | (202) 628-1161 |
| | DC's oldest and largest civil legal services organization. The domestic violence/family | _ | |
| Rights Under Law, The | advocacy, and other forms of service by lawyers to the cause of civil rights. | https://lawyerscommittee.org/ | |
| Lawyers' Committee for Civil | objectives by marshaling the pro bono resources of the bar for litigation, public policy | | |
| | and economic opportunity. The Lawyers' Committee implements its mission and | | |
| | equal opportunity for minorities by addressing factors that contribute to racial justice | | |
| | The Committee's major objective is to use the skills and resources of the bar to obtain | | |
| Reform | development of, youth at risk of juvenile justice involvement. | http://cjjr.georgetown.edu/ | 202-687-4942 |
| Center for Juvenile Justice | multi-systems approach to improving outcomes for, and promoting the positive | | |
| Georgetown University | CJJR supports and educates leaders across systems of care to advance a balanced, | | |
| Empower DC | trainings, leadership development, and community education. | www.empowerdc.org | 202-234-9119 |
| | in their quality of life. We accomplish our mission through grassroots organizing and | | |
| | low and moderate income DC residents in order to bring about sustained improvements | | |
| • | The mission of Empower DC is to enhance, improve and promote the self-advocacy of | | |
| DC Youth Advisory Council | backgrounds, united to improve the quality of life for DC youth. | http://dcyac.dc.gov | 202- 727-7966 |
| | Columbia. It is a diverse group of youth from various social, racial, and economic | | |
| | The DCYAC is a 32-member body of youth from all of the wards of the District of | | |
| DC Trust | accessibility of services for children, youth and families. | http://cyitc.org | 202-347-4441 |
| • | An independent non-profit organization working to increase the quality, quantity and | 1 4 | |
| DC Fiscal Policy Institute | and moderate-income residents. | http://www.dcfpi.org/ | 202-408-1080 |
| | issues in the District of Columbia, with a particular emphasis on issues that affect low- | | |
| _ | The DC Fiscal Policy Institute conducts research and public education on budget and tax | | |
| Justice | implement effective solutions. | http://dcappleseed.com | 202-289-8007 |
| DC Appleseed Center for Law & | conduct research and analysis, make specific recommendations for reform, and | | |
| | attorneys, business leaders, and community experts to identify pressing challenges, | | |
| | over by thousands of hours of donated pro bono time. We work with volunteer | | |
| | more important than ever. The financial support we receive is multiplied many times | | |
| | economic downturn, DC Appleseed's collaborative approach to addressing problems is | | |
| | DC Appleseed solves problems affecting the daily lives of those who live and work in the National Capital area. As our region responds to the challenges posed by the current | | |

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| Charter Schools | families, especially those who do not have access to high-quality public schools. | | |
|----------------------------------|-----------------------------------------------------------------------------------------|----------------------------|--------------------|
| | The New America Foundation's Education Policy Program uses original research and | | |
| | policy analysis to solve the nation's critical education problems, serving as a trusted | | |
| | source of objective analysis and innovative ideas for policymakers, educators, and the | | |
| | public at large. We combine a steadfast concern for low-income and historically | | |
| | disadvantaged people with a belief that better information about education can vastly | | |
| | improve both the policies that govern educational institutions and the quality of | | |
| New America Education | learning itself. | http://newamerica.org | 202-986-2700 |
| | We're committed to reclaiming the promise of public education for all students. Our | | |
| | passionate team of parent leaders, education advocates and legal experts empowers | | |
| | local communities to strengthen their schools by pursuing common sense policy | | |
| | changes. We provide the resources and support families need to get the schools they | | |
| | deserve. | | |
| Partners for Educational Justice | | http://edjustice.org | info@edjustice.org |
| Safe Shores | DC Children's Advocacy Center | http://www.safeshores.org/ | 202-645-3200 |





| Organization Name | Description | Contact | |
|-------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------|----------------|
| | ACCESS Youth provides a range of programs and services for at-risk juveniles. | | |
| | Developing skills and fostering friendships, ACCESS Youth combines the benefits of | | |
| | mentorship and mediation in dynamic and engaging summer and after school | | |
| ACCESS Youth | programs. | http://www.accessyouthinc.org/ | (202) 652-0287 |
| | Attendance Works is a national and state initiative that promotes better policy and | | |
| | practice around school attendance. We promote tracking chronic absence data for each | | |
| | student beginning in kindergarten, or ideally earlier, and partnering with families and | | |
| | community agencies to intervene when poor attendance is a problem for students or | | |
| Attendance Works | schools. | http://www.attendanceworks.org/ | |
| | The D.C. Opportunity Scholarship Program (OSP) provides K-12 scholarships to District | | |
| District of Columbia | families interested in enrolling their child(ren) in one of over 50 participating private | | |
| Opportunity Scholarship | schools. Learn about the family eligibility requirements, application process, and if you | | |
| Program | are a returning parent, how to continue receiving an OSP scholarship. | www.dcscholarships.org/ | 888-329-6884 |
| | DC residents have many public school options. My School DC, in partnership with DCPS | | |
| | and almost all DC public charter schools, makes it easier for families to take advantage | | |
| MySchoolDC | of these choices. | http://www.myschooldc.org/ | 202-888-6336 |
| | Adult and Family Education is a federally established agency that: re-grants federal and | | |
| | local funds to eligible providers of adult education services; facilitates state leadership | | |
| | activities including professional development, technical assistance and monitoring; and | | |
| OSSE - Adult and Family | maintains and reports state and local program performance, progress and outcome | | |
| Education | data. | http://osse.dc.gov/afe | 202-741-5531 |
| | District of Columbia residents are entitled to a free public education if documentation is | | |
| | provided that verifies their residency status. DC public schools are required to report | | |
| | suspected cases of residency fraud to the Office of the State Superintendent of | | |
| | Education (OSSE) immediately. In some cases, non-residents may attend DC public | | |
| | schools, but they must pay tuition after meeting established criteria. In addition, in | | |
| OSSE - Enrollment and | order to be accepted/admitted as a non-resident, schools should not have any residents | http://osse.dc.gov/service/enrollment-and- | |
| Residency | on its waiting list. | residency | 202-727-6436 |
| | Show Up, Stand Out is a free program to help parents get their children to school every | | |
| Show Up, Stand Out | day. One of the most important things you can give your child is a chance for a great | www.showupstandout.org/ | 202-727-1700 |

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education. We know that it isn't always easy. Show Up, Stand Out has partners working with over 50 elementary and middle schools in D.C. and is striving to help more than 4,000 students this year.

Bullying





| Organization Name | Description | Contact | |
|--------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------|
| | City at Peace DC exists to teach and promote cross-cultural understanding, violence | | |
| | prevention, conflict resolution and leadership to youth ages 13–19. Teens are | | |
| | empowered to create safe, peaceful, and productive lives and communities, using the | | |
| | performing arts as a training vehicle. Students craft and present a performance, thereby | | |
| | enhancing their skills in public speaking and advocacy and increasing their comfort at | | |
| City at Peace DC | being civically engaged adults. | http://www.cityatpeacedc.org/ | 202.399.7993 |
| | The Citywide Youth Bullying Prevention Program aims to reduce incidents of bullying | | |
| | across the District by emphasizing prevention and proper procedures for responding | | |
| | when incidents occur. The program works with youth-serving government agencies, | | |
| Office of Human Rights - | District schools and youth-serving government grantees to ensure bullying prevention | | 202-727-4559 or |
| Citywide Youth Bullying | policies are adopted and implemented in ways consistent with the best practices | | bullyingprevention@dc |
| Prevention Program | adopted by the Youth Bullying Prevention Task Force. | http://ohr.dc.gov/page/bullyingprevention | .gov |
| | By offering age-appropriate in-school Spanish language plays, Teatro de la Luna is able | | |
| | to support students academically, culturally and cross-culturally. The program exposes | | |
| | students to theater in Spanish, allows students to explore areas of cultural and ethnic | | |
| | heritages, provides positive Hispanic role models to students, develops cross-cultural | | |
| | understanding, provides students with a safe environment in which to explore self- | | |
| Teatro de la Luna | identity and engenders a life-long interest in live theater. | http://www.teatrodelaluna.org/ | 202.882.6227 |
| Trevor Project, The | A national 24-hour, toll free confidential suicide hotline for gay and questioning youth. | www.thetrevorproject.org | 866-488-7386 |





| Organization Name | Description | Contact | |
|------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|--------------|
| | City Arts students participate in year-long paid apprenticeships and work on murals, | | |
| | mosaics and other art forms during their time in the program. In addition to gaining | | |
| | marketable artistic skills and career insights, students improve their organizational | | |
| | habits and gain self-confidence in their artistic abilities. They also learn how to make a | | |
| City Arts | positive contribution toward a team effort. | http://www.cityartsdc.org/ | 202.331.1966 |
| | CCC provides eighth and ninth grade students with college and career awareness and | | |
| | planning information. The program reinforces the importance of academic preparation | | |
| | and provides a compelling rationale for taking school seriously. Its workshop series | | |
| College & Career Connections | helps students assess their strengths and interests and explore how those interests | | |
| (CCC) | intersect with various careers. | http://www.collegeandcareerconnections.org/ | 202.536.4907 |
| | College Advocate provides personal college preparatory consultation to distinguished | | |
| | students who are nominated during their junior year. Each student receives two years | | |
| | of comprehensive services including SAT prep, visits to outstanding colleges, assistance | | |
| | with college applications, essays, financial aid forms and advocacy on their behalf with | | |
| College Advocate | college admissions offices. | http://thecollegeadvocate.org/ | 202.256.0203 |
| | Countdown to College and Careers provides opportunities for youth in grades 3–12 to | | |
| | explore future career options and prepare for admission into the best colleges. | | |
| | Believing it's never too early to begin the countdown to college and careers, students | | |
| Countdown to College and | are challenged to dream of all they could be and pursue it passion, academic skill and | | |
| Careers | talent. | http://www.countdown2college.org/ | 301.755.7181 |
| | FLOC has two primary programs serving DCPS youth. The Neighborhood Tutoring | | |
| | Program provides one-on-one tutoring to help students in grades 1-12 achieve grade- | | |
| | level competency in reading and math. The Scholars Program helps students in grades | | |
| | 6-12 and beyond to gain the skills they need to graduate from high school, pursue | | |
| | higher education and achieve career success. The program includes academic and | | |
| | project-based workshops, academic advising, homework help, college application and | | |
| For the Love of Children | financial aid support and service-learning projects. | http://www.floc.org/ | 202.462.8686 |
| | Future Next programs consist of a core model of math, science and literacy. Students | | |
| | are guided through a structured curriculum, ensuring that they are challenged, building | | |
| Future Next Corporation | fundamental skills and gaining confidence and momentum along the way. Programs | http://www.futurenext.org/ | 301.643.4259 |

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| | include academic and project-based classes, life skills classes and workshops, academic | | |
|------------------------------|-------------------------------------------------------------------------------------------|----------------------------------|--------------|
| | advising, homework help, college preparation, test taking preparation, application and | | |
| | essay writing, financial aid and community service projects. | | |
| | The Future Project unites passionate, driven college students, graduate students and | | |
| | young professionals with local high school students for a guided, year-long adventure. | | |
| | Future Coaches (volunteers) and Future Fellows (high school students) meet each week | | |
| | to explore themselves and their communities and take on team challenges that build | | |
| | leadership, expression and creative thinking skills. Over the course of the year, fellows | | |
| Future Project, The | design and execute a Future Project that dares them to do the impossible. | http://www.thefutureproject.org/ | 202.494.6004 |
| - | Georgetown University's Meyers Institute for College Preparation provides strong | | |
| Georgetown University | evidence that consistent, comprehensive, long-term academic support, coupled with | | |
| Meyers Institute for College | parental engagement helps students in targeted schools complete high school on time | | |
| Preparation | and become adequately prepared to succeed in postsecondary education. | http://www.micp.georgetown.edu/ | 202.687.0894 |
| | Girls Inc. provides an afterschool program at Howard University for middle school girls. | | |
| | The program includes tutoring, homework support, mentoring, computer applications, | | |
| | a Robotics Team and a variety of platforms that address personal growth, pre-college | | |
| Girls Inc. | readiness and leadership development. | http://www.girlsincdc.org/ | 202.806.7938 |
| | KaleidoLINKS provides high school students with quality afterschool programming that | | |
| | challenges them in all facets of academic and personal growth. KL Racing, KL College | | |
| | Prep and KL Communication provide young adults with outlets that allow them to learn | | |
| | and express themselves. Through hands-on experience, they grow to understand | | |
| KaleidoLINKS | themselves and others while gaining valuable career skills and academic knowledge. | http://www.kaleidolinks.org/ | 240.888.8317 |
| | Students in LAYC's Educational Enhancement programs look forward to an enriching | | |
| | experience with emphasis on academics, leadership development and social skill | | |
| | building. In order to ensure comprehensive support for students, LAYC offers | | |
| Latin American Youth Center | opportunities for health and fitness programs, technology access, college preparation, | | |
| (LAYC) | personal development and parental involvement. | http://www.layc-dc.org/ | 202.319.2225 |
| | The Multicultural Career Intern Program provides afterschool social and academic | | |
| | services for over 1,300 children and youth at the Columbia Heights Education Campus. | | |
| | Remedial academic classes address math, reading, writing and science in both | | |
| Multicultural Career Intern | classroom settings and individual and group mentoring. MCIP also provides health and | | |
| Program, The | wellness classes and workshops and physical activities for all afterschool participants. | http://www.checdc.org/ | 202.939.7703 |

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| | OIC/DC provides young people the opportunity to improve their academic skills. Youth | | |
|---------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|
| | engage in an intensive program that provides academic enrichment, career exploration, | | |
| | employability, skills training and leadership and development skills. OIC/DC provides | | |
| | instruction on employment related topics such as: job shadowing, life skills, | | |
| Opportunities Industrialization | employment readiness skills, career counseling, supportive services and work | | |
| Center, Inc. | experience. | http://www.oicdc.org/ | 202.373.0050 |
| | OSSE administers federal funds available under the Carl D. Perkins Act to leverage active | | |
| | working partnerships with DC Public Schools, D.C. public charter schools, the University | | |
| | of the District of Columbia Community College, and the private sector to foster and | | |
| OSSE - Career and Technical | improve high quality, high performance CTE programs of study that are accessible to | http://osse.dc.gov/service/career-and- | |
| Education (CTE) | every student. | technical-education-cte | 202-727-8576 |
| | DC College Application Week is part of a national effort to increase the number of first- | | |
| | generation and low-income students who pursue a postsecondary education. The goal | | |
| | of DC College Application Week is to assist all graduating seniors, especially those who | | |
| | may not otherwise apply to college, in navigating the complex college admissions | | |
| OSSE - College Application | process and ensure that each participating student completes and submits at least one | http://osse.dc.gov/service/dc-college- | |
| Week | application. | application-week | 202-741-6415 |
| | The DC Tuition Assistance Grant (DCTAG) application season for the 2015/2016 | | |
| OSSE - DC Tuition Assistance | academic year is now over. The application period closed June 30, 2015. The | http://osse.dc.gov/service/dc-tuition- | |
| Grant (DC TAG) | 2016/2017 DCTAG application will be reopen February 2016. | assistance-grant-dc-tag | 202-727-2824 |
| OSSE - OneApp Service | The DC Tuition Assistance Grant (DC TAG) is now open. Students are encouraged to | | |
| O33E - OlleApp Service | apply early. | http://osse.dc.gov/service/dc-oneapp-service | 202-727-2824 |
| | The Division of Postsecondary and Career Education (Postsec) supports programs that | | |
| | improve the overall postsecondary enrollment, graduation, certificate completion, and | | |
| | employment rates for youth and adults in the District of Columbia. Through financial | | |
| OSSE - Postsecondary and | and programmatic support, Postsec creates opportunities for District youth and adults | http://osse.dc.gov/service/postsecondary-and- | |
| Career Education | to attend postsecondary institutions and earn certifications and/or college degrees. | <u>career-education</u> | 202-727-2824 |
| | Paxen Learning's educational program, About Face, provides training in areas involving | | |
| | key academic, life and career skills. It helps youth improve study skills and academic | | |
| | performance, develop life skills and employability skills, receive supportive services and | | |
| Paxen Learning Corporation | exposure to positive role models. | http://www.paxen.com/ | 202.210.2210 |
| Progressive Educational | PEECC provides comprehensive educational programs for youth and adults facilitated by | http://www.peecc.org/ | 703.623.3202 |

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| Experiences in Cooperative | wrap-around services which support academic and vocational education, employment | | |
|------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------|----------------------|
| Cultures | readiness and placement, technology skills, parenting skills, as well as infant/toddler | | |
| | developmental training and care. Its mission is to provide youth with access to | | |
| | resources so they can succeed academically, pursue higher education, find challenging | | |
| | and rewarding careers, participate in our democratic system as informed citizens, | | |
| | appreciate and contribute to our culture and pursue their own goals and interest | | |
| | throughout their lives. | | |
| | Second Chance Employment Services is a non-profit organization of human resource | | |
| | (HR) professionals that seeks to advance economic independence for at-risk women | | |
| | and their dependents through thorough employment placement services in both public | | |
| Second Chance Employment | and private sectors. They assist domestic violence victims between 18 and 65 years of | | |
| Services | age. 818 18th St. NW #420 Washington, DC 20006 | http://scesnet.org | 888-331-7451 |
| | Project G.A.M.E.S, an afterschool program of Synergistic Inc., is held at Anacostia Senior | | |
| | High School. Project G.A.M.E.S helps students enhance their study skills, and provide | | |
| Synergistic, Inc. | tutoring, problem-solving skills, job readiness skills, and college preparation. | | 301.899.9123 ext. 12 |
| | Upward Bound motivates and supports students from disadvantaged backgrounds, | | |
| | assisting them through the pipeline from high school to college. It provides | | |
| | supplemental education, extracurricular resources and opportunities for low income, | | |
| Upward Bound Program, | potential first generation college students to facilitate their matriculation into a post- | | |
| George Washington University | secondary institution. | http://www.gwumc.edu/upwardbound | 202.994.7250 |
| | Urban Alliance empowers under-resourced youth to aspire, work and succeed through | | |
| Urban Alliance | paid internships, formal training, and mentorship. | http://theurbanalliance.org | 202-459-4300 |
| | The Washington Youth Choir is a free afterschool music education and college | | |
| | preparatory program for students ages 13–19. The Choir seeks to enhance the | | |
| | educational experience of DC-area youth with the rigorous study and performance of | | |
| Washington Youth Choir | music and facilitate their transition out of high school. | http://www.washingtonyouthchoir.org/ | 202.293.7508 |

Community Advocacy Groups





| Organization Name | Description | Contact | |
|-----------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------|-----------------|
| | ACOC provides an array of education, training and workforce development, and crisis | | |
| | intervention opportunities to economically disenfranchised and underserved children, | | |
| | youth, adults, and families living in Washington DC's most economically and socially | | |
| Anacostia Community Outreach | depressed communities with regards to income, unemployment, and educational | | |
| Center | attainment (Targeted: Wards 5, 7, & 8). | http://www.anacostiaoutreach.org/ | 202-889-5607 |
| | The mission of Art Education DC (AEDC) is to advance quality visual arts education in | | |
| | Washington, DC through a strong and vibrant professional community embracing | | |
| | advocacy and professional development. AEDC effectively communicates and advocates | | |
| | for the importance of student learning and lifelong learning. This includes access to | | |
| | programs, services, and resources in emerging research, which inform practice in | | |
| Arts Education DC | quality visual arts education. | http://www.arteducationdc.org/ | |
| | The Coalition for Public Schools & Communities is committed to excellent public | | |
| | education opportunities for all children in our city. Our members are a diverse group of | | |
| Coalition for DC Public Schools & | activists – Ward-level education councils, school organizations and other groups – who | | c4dcpublicschoo |
| Communities | share a common goal. | www.c4dcpublicschools.org/ | ls@gmail.com |
| | DCASE is an alliance of nonpublic and charter schools that provide special education | | |
| DC Association for Special | services to students from the District of Columbia. Members are dedicated to improving | | |
| Education | educational opportunities for all DC students with disabilities. | http://dcase.org/ | 202-615-3070 |
| | The DC Fiscal Policy Institute conducts research and public education on budget and tax | | |
| | issues in the District of Columbia, with a particular emphasis on issues that affect low- | | |
| DC Fiscal Policy Institute | and moderate-income residents. | http://www.dcfpi.org/ | 202-408-1080 |
| DC Promise Neighborhood | To support all members of the Kenilworth-Parkside community in improving the quality | | |
| Initiative | of their own lives and inspiring positive change in their neighborhood. | http://dcpni.org | 202-288-4435 |
| | DC School Reform Now is educating, organizing and advocating to build support for | | |
| DC School Reform Now | public education strategies that prepare kids to become college and career ready. | http://dcschoolreform.org | 202-315-2424 |
| | The Co-op fills a unique community need in DC by working with teachers, school | | |
| | leaders, and across charter schools to improve educational services for students with | | |
| | disabilities. By pooling resources between independent charter schools, the Co-op also | | |
| DC Special Education | acts as a "central office" for DCPCS spread throughout the city serving a diverse range | | |
| Cooperative | of students. | http://specialedcoop.org | 470-222-3309 |

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| | Their mission is to strengthen families and build vibrant communities in Wards 5 and 6 | | |
|---------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------|------------------|
| | in Washington, D.C., through the fostering and creating neighborhood based support | | |
| Edgewood/Brookland Family | networks that promote healthy families, safe neighborhoods and a thriving city for all | | |
| Support Collaborative | residents. | http://ebfsc.org/ | 202-832-9400 |
| | The Education Town Hall is the intersection where parents, students, teachers, | | |
| | administrators, community members, policy makers and politicians can all meet to | | |
| | share stories, struggles, and solutions. The show airs on Thursdays at 11am on | | |
| Education Town Hall, The | WeActRadio.com | http://educationtownhall.org/ | 202-889-9797 |
| | The mission of Empower DC is to enhance, improve and promote the self-advocacy of | | |
| | low and moderate income DC residents in order to bring about sustained improvements | | |
| | in their quality of life. We accomplish our mission through grassroots organizing and | | |
| Empower DC | trainings, leadership development, and community education. | www.empowerdc.org | 202-234-9119 |
| | We fight to improve the lives of children in low-income neighborhoods in Washington, | | |
| | DC. Strengthening schools by providing school leaders and teachers the training and | | |
| Fight for Children | tools they need to help students succeed since 1990. | http://fightforchildren.org | 202-772-0400 |
| | The Grassroots Education Project empowers communities to serve schools and improve | | |
| | outcomes. Our vision is to transform the relationship all neighborhood schools have | | 202-719-0525 |
| Grassroots Education Project, | with their surrounding community, developing a sense of shared responsibility leading | | 202-719-0323 |
| The | to direct collective action to improve student outcomes. | http://www.grassrootseducationproject.org/ | |
| | The National Association for the Education of Young Children (NAEYC) is a professional | | |
| | membership organization that works to promote high-quality early learning for all | | |
| | young children, birth through age 8, by connecting early childhood practice, policy, and | | |
| National Association for the | research. We advance a diverse, dynamic early childhood profession and support all | | |
| Education of Young Children | who care for, educate, and work on behalf of young children. | www.naeyc.org | 202-232-8777 |
| | The nation's leading organization advocating at the federal level to educate the public | | |
| National Network for Youth | and policymakers about the needs of homeless and disconnected youth. | http://nn4youth.org | 202-783-7949 |
| | Raise DC is a cross-sector partnership of local stakeholders formed to promote a culture | | |
| | shift from competition over Washington, DC, resources to collaboration, in providing | | |
| Raise DC | every youth with opportunities to succeed from cradle to career. | www.raisedc.org/ | 202-973-2509 |
| | | | 202-722-4462 or |
| Senior High Alliance of Parents | S.H.A.P.P.E. is an organization of the District of Columbia Public (DCPS) high school | | dc.s.h.a.p.p.e@g |
| Principals and Educators | parent leaders, concerned educators and principals in Washington D.C. | https://sites.google.com/site/shappesite/ | mail.com |

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| 1 | Stand for Children is an education advocacy organization devoted to improving public | | |
|--------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------|-----------------|
| Stand 4 Children | schools and closing the achievement gap. | http://stand.org | 781-891-1300 |
| | We are a group of parents and advocates whose children attend public schools in Ward | | Ward1Education |
| | 1, Washington, DC. We are dedicated to strengthening our neighborhood schools and | https://ward1educationcollaborative.wordpres | Collaborative@g |
| Ward 1 Education Collaborative | building community. | s.com/ | mail.com |
| | | | W2EdNetwork@ |
| Ward 2 Education Network | Advocating for W2 schools – Keeping communities informed. | https://twitter.com/ward2ednetwork | gmail.com |
| | Ward 3-Wilson Feeder Ed Net brings together school communities of the Wilson feeder | | w3ednet@gmail |
| Ward 3 Education Network | pattern to promote a better public school system for all Washingtonians. | https://www.facebook.com/W3EdNet | .com |
| | The Ward 4 Education Alliance brings together Ward 4 parents, students, educators, | | |
| | and community members to share information and advocate for continued | | ward4ed@gmail |
| Ward 4 Education Alliance | improvement in the quality of education in Ward 4 DCPS schools. | http://www.ward4ed.org/ | .com |
| | The Ward Five Council on Education (W5COE), a 501 (c) 3 organization founded in 1989, | | |
| | is dedicated to improving the quality of education in Ward 5 Schools in the northeast | | |
| Ward 5 Council on Education | quadrant of Washington, DC. | http://w5coe.org | 202-505-4309 |
| | To promote cooperation among the parent organizations of the public schools on | | |
| Ward 6 -Capitol Hill Public | Capitol Hill in order to improve the education received by all children attending our | | CHPSPO@gmail. |
| Schools Parent Organization | schools. | https://chpspo.wordpress.com/ | com |
| | The Ward 7 Education Council is dedicated to the continued improvement of our quality | | |
| Ward 7 Education Council | of education in Ward 7 and throughout the District of Columbia. | https://twitter.com/Ward7EdCouncil | |
| Ward 8 Council on Education | | | |
| | YAP is a nationally recognized, nonprofit organization exclusively committed to the | | |
| | provision of community-based alternatives to out-of-home care through direct service, | | |
| Youth Advocate Program | advocacy and policy change. | www.yapinc.org | 717-232-7580 |

Community Engagement





| Organization Name | Description | Contact | |
|-------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------|-----------------|
| | The 21st Century School Fund builds public will and capacity for educationally | | |
| 21 st Century School Fund, The | appropriate school facilities that meet community needs. | http://21csf.org | 202-745-3745 |
| | ACOC provides an array of education, training and workforce development, and crisis | | |
| | intervention opportunities to economically disenfranchised and underserved children, | | |
| | youth, adults, and families living in Washington DC's most economically and socially | | |
| Anacostia Community Outreach | depressed communities with regards to income, unemployment, and educational | | |
| Center | attainment (Targeted: Wards 5, 7, & 8). | http://www.anacostiaoutreach.org/ | 202-889-5607 |
| | Catholic Charities assists individuals and families in need, especially those who are most | | |
| | vulnerable. We believe in helping people develop the skills and strength to move from | | |
| Catholic Charities | crisis or isolation to stability and growth. | http://www.catholiccharitiesdc.org/ | 202-772-4300 |
| | A non-profit social service agency that provides services and programs directly to | | |
| Center for Child Protection and | children and families and also provides professional training on various child welfare | | |
| Family Support | issues. | http://centerchildprotection.org | (202) 544-3144 |
| | The Coalition for Community Schools, housed at the Institute for Educational | | |
| | Leadership, is an alliance of national, state and local organizations in education K-16, | | |
| | youth development, community planning and development, family support, health and | | |
| | human services, government and philanthropy as well as national, state and local | | |
| Coalition for Community | community school networks. Community schools are both a place and a set of | | |
| Schools, The | partnerships between the school and other community resources. | http://www.communityschools.org/ | |
| | The Coalition for Public Schools & Communities is committed to excellent public | | |
| | education opportunities for all children in our city. Our members are a diverse group of | | |
| Coalition for DC Public Schools | activists – Ward-level education councils, school organizations and other groups – who | | c4dcpublicschoo |
| & Communities | share a common goal. | www.c4dcpublicschools.org/ | ls@gmail.com |
| | Our mission is to build strong sustainable families and neighborhoods through family | | |
| | support services, training, advocacy, community capacity building, and economic | | |
| Collaborative Solutions for | development. Our vision is to empower urban neighborhoods to become environments | | |
| Communities | where families and youth flourish. | http://wearecsc.org/ | 202-518-6737 |
| Communities in Schools DC | Communities In Schools is the largest, most effective dropout prevention organization | | 202-333-2277 or |
| (Nation's Capital) | dedicated to keeping kids in school and helping them to succeed. | http://cisnationscapital.org | 202-563-5788 |
| Critical Exposure | Critical Exposure trains youth to use photography and advocacy to make real change in | http://criticalexposure.org | 202-745-3745 |

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| | their schools and communities. We're creating a new generation of civic leaders who | | ext. 20 |
|---------------------------------|-------------------------------------------------------------------------------------------|-------------------------|--------------|
| | have: the tools to express themselves, the creativity to imagine new solutions to old | | |
| | problems, the belief that youth have the right and ability to fight for those solutions, | | |
| | and the skills to hold communities and public officials accountable. | | |
| | The DC Alliance of Youth Advocates (DCAYA) is a coalition of youth-engaged | | |
| | organizations, youth and concerned residents formed to ensure that all children and | | |
| | youth in the District of Columbia have access to high-quality and affordable | | |
| | developmental opportunities. We accomplish this mission by crafting policy | | |
| DC Alliance for Youth | recommendations, providing structured advocacy opportunities for our members and | | |
| Advocates | allies, networking and empowering youth. | http://www.dc-aya.org/ | 202-587-0616 |
| | The DC Fiscal Policy Institute conducts research and public education on budget and tax | | |
| | issues in the District of Columbia, with a particular emphasis on issues that affect low- | | |
| DC Fiscal Policy Institute | and moderate-income residents. | http://www.dcfpi.org/ | 202-408-1080 |
| DC Promise Neighborhood | To support all members of the Kenilworth-Parkside community in improving the quality | | |
| Initiative | of their own lives and inspiring positive change in their neighborhood. | http://dcpni.org | 202-288-4435 |
| | DC Students Speak is a completely student-led organization that works to break the | | |
| | many "bubbles" that separate DC students, through the pursuit of finding and | | |
| | actualizing common goals. More than just raising awareness, DC Students Speaks also | | |
| | strives to be an advocacy organization, with the aim of mobilizing DC students to work | | |
| | together towards common goals. Check out our website for more information on some | | |
| DC Students Speak | of our other activities. | | |
| | The mission of East River Family Strengthening Collaborative, Inc. (ERFSC) is to | | |
| East River Family Strengthening | empower families, youth, seniors and communities to become more self-sufficient | | |
| Collaborative | through integrated and collaborative community based services. | http://www.erfsc.org/ | 202-397-7300 |
| | Their mission is to strengthen families and build vibrant communities in Wards 5 and 6 | | |
| | in Washington, D.C., through the fostering and creating neighborhood based support | | |
| Edgewood/Brookland Family | networks that promote healthy families, safe neighborhoods and a thriving city for all | | |
| Support Collaborative | residents. | http://ebfsc.org/ | 202-832-9400 |
| | Fair Chance improves the lives of children in Washington, DC's most underserved | | |
| | communities by selecting promising youth-serving nonprofits and providing them with | | |
| | free comprehensive expertise in organizational management for up to two years. Our | | |
| Fair Chance DC | partnership model – up to 500 hours per nonprofit – results in stronger organizations | http://fairchancedc.org | 202-467-2420 |

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| | and significant and lasting benefits for the children they serve. | | |
|-------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------|----------------|
| | The Far Southeast Family Strengthening Collaborative, Inc. © is a unique private non- | | |
| | profit, grass-roots organization serving children and families in the Ward 8 community. | | |
| | As we value the relationship of the family, it is our goal to assist, nurture, support, and | | |
| Far Southeast Family | sustain relationships within and around the community that positively impact the | | |
| Strengthening Collaborative | family. | http://www.fsfsc.org/ | 202-889-1425 |
| | We fight to improve the lives of children in low-income neighborhoods in Washington, | | |
| | DC. Strengthening schools by providing school leaders and teachers the training and | | |
| Fight for Children | tools they need to help students succeed since 1990. | http://fightforchildren.org | 202-772-0400 |
| | DC Street Law brings together law students, high school students, and community | https://www.law.georgetown.edu/academics/a | |
| Georgetown Law DC Street | members to explore the intersection of law, public school education, and community | cademic-programs/clinical-programs/our- | (202) 662-9615 |
| Law Program | improvement using learner-centered teaching methods. | clinics/DC-Street-Law-Program/index.cfm | or |
| | The Georgia Avenue Family Support Collaborative (GAFSC) was formed in 1998 when | | |
| | two organizations, Lutheran Social Services and the Urban Family Institute, reached out | | |
| | to residents and churches in Ward 4 and Ward 1 to respond to the needs of at-risk | | |
| Georgia Avenue Family Support | families and children. The Collaborative currently serves families, caretakers, children | | |
| Collaborative | and youth living in any part of Ward 4. | http://gafsc-dc.org/ | 202-722-1815 |
| | The Grassroots Education Project empowers communities to serve schools and improve | | |
| | outcomes. Our vision is to transform the relationship all neighborhood schools have | | 202-719-0525 |
| Grassroots Education Project, | with their surrounding community, developing a sense of shared responsibility leading | | 202-719-0323 |
| The | to direct collective action to improve student outcomes. | http://www.grassrootseducationproject.org/ | |
| | A private, nonprofit organization that pairs Washington, DC public high school students | | |
| Mentors Inc. | with trained adult mentors. | http://mentorsinc.org | 202-783-2310 |
| | The nation's leading organization advocating at the federal level to educate the public | | |
| National Network for Youth | and policymakers about the needs of homeless and disconnected youth. | http://nn4youth.org | 202-783-7949 |
| | New Community for Children (NCFC) transforms the lives of children and youth in the | | |
| | District of Columbia by supporting academic achievement, developing life skills, | | |
| | fostering creativity and cultural awareness, nurturing spiritual connections and growth, | | |
| New Community for Children | and empowering children to succeed. | http://ncfc-dc.org | 202-232-0457 |
| Parental Readiness and | The Parental Readiness and Empowerment Program (PREP) seeks to improve K-12 | | |
| Empowerment Program, The | student performance, retention, and access to equal educational opportunities. We | | |
| (PREP) | serve low-income and minority children in targeted communities by increasing parental | http://www.parentalreadiness.org/ | |

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| | engagement in education and ensuring that parents become successful advocates for | | |
|---------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------|------------------|
| | their children. Our goal is for every child to have meaningful access to a quality | | |
| | education. | | |
| | Playworks offers training and full-time services for schools and youth development | | |
| Playworks DC | organizations throughout Washington DC, Maryland, and Virginia. | http://playworks.org | 202-822-0097 |
| | Raise DC is a cross-sector partnership of local stakeholders formed to promote a culture | | |
| | shift from competition over Washington, DC, resources to collaboration, in providing | | |
| Raise DC | every youth with opportunities to succeed from cradle to career. | www.raisedc.org/ | 202-973-2509 |
| | Our mission is to help children become lifelong readers by empowering communities to | | |
| | provide individualized instruction with measurable results. | | |
| Reading Partners DC | | http://readingpartners.org | 202-701-9110 |
| | SchoolTalk is a DC-based non-profit organization that brings special education dispute | | |
| | prevention and early dispute resolution programs to DC schools. We work with school | | |
| | personnel and the parents or guardians of special education students to help ensure | | |
| | that everyone works collaboratively toward the goal of securing Free and Appropriate | | |
| School Talk | Public Education (FAPE) for students with disabilities. | www.schooltalkdc.org | 202-907-6887 |
| | | | 202-722-4462 or |
| Senior High Alliance of Parents | S.H.A.P.P.E. is an organization of the District of Columbia Public (DCPS) high school | | dc.s.h.a.p.p.e@g |
| Principals and Educators | parent leaders, concerned educators and principals in Washington D.C. | https://sites.google.com/site/shappesite/ | mail.com |
| | SMYAL supports and empowers lesbian, gay, bisexual, transgender, and questioning | | |
| | (LGBTQ) youth in the Washington, DC metropolitan region. Through youth leadership, | | |
| Sexual Minority Youth | SMYAL creates opportunities for LGBTQ youth to build self-confidence, develop critical | | |
| Assistance League | life skills, and engage their peers and community through service and advocacy. | http://smyal.org | 202-546-5940 |
| | Stand for Children is an education advocacy organization devoted to improving public | | |
| Stand 4 Children | schools and closing the achievement gap. | http://stand.org | 781-891-1300 |
| | Turning the Page links D.C. Public Schools, families and our communities so that, | | |
| | together, we can ensure D.C. students receive valuable educational resources and a | | |
| Turning the Page | high-quality public education. | http://turningthepage.org | 202-347-9841 |

Dispute Resolution





| Organization Name | Description | Contact | |
|---------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------|--------------|
| | CJJ is a nationwide coalition of State Advisory Groups (SAGs) and allies dedicated to | | |
| | preventing children and youth from becoming involved in the courts and upholding the | | |
| Coalition for Juvenile Justice, | highest standards of care when youth are charged with wrongdoing and enter the | | |
| The | justice system. | http://juvjustice.org | 202-467-0864 |
| | The Office of the Ombudsman is responsible for helping students and parents resolve | | |
| | problems as they engage with the District of Columbia Public Schools and public charter | | |
| | schools. The Office offers conflict resolution services to parents, families, and students | | |
| Office of the Ombudsman for | and is committed to resolving school related complaints, disputes and problems quickly | | |
| Public Education, The | and efficiently in all areas that affect student learning. | http://sboe.dc.gov/ombudsman | 202-741-0886 |
| | It is our mission to empower students, parents, families, and community members to | | |
| Office of the Student Advocate, | achieve equal access to public education through advocacy, outreach, and information | | |
| The | assistance to navigate the public education system in the District of Columbia. | http://sboe.dc.gov/studentadvocate | 202-741-4692 |
| | The Office of Dispute Resolution within the Office of the State Superintendent of | | |
| OSSE - Office of Dispute | Education (OSSE) is responsible for the conduct of special education due process | http://osse.dc.gov/service/office-dispute- | |
| Resolution | hearings. | <u>resolution-odr</u> | 202-698-3819 |
| | SchoolTalk is a DC-based non-profit organization that brings special education dispute | | |
| | prevention and early dispute resolution programs to DC schools. We work with school | | |
| | personnel and the parents or guardians of special education students to help ensure | | |
| | that everyone works collaboratively toward the goal of securing Free and Appropriate | | |
| School Talk | Public Education (FAPE) for students with disabilities. | www.schooltalkdc.org | 202-907-6887 |





| Organization Name | Description | Contact | |
|------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------|--------------|
| | Early Stages provides high quality learning experiences that foster growth in children | | |
| Early Stages Learning Center | through contextualized academic enrichment, customized tutoring, homework | | |
| LLC | assistance, wellness activities and volunteer recruitment activities. | http://www.eslearningcenters.com/ | 202-829-8900 |
| | Good Deed's mission is to provide a high-quality program to young people in Grades | | |
| Good Deed Before and | PK-5 to enhance numeracy and literacy skills. They provide a safe, caring and fun | | |
| Afterschool Learning Center, | learning environment while encouraging the youth's academic, physical and social | | |
| LLC | development. | | 202.486.2650 |
| | Jumpstart is dedicated to ensuring that every child enters school prepared to succeed. | | |
| | To support this mission, college students and community volunteers work with | | |
| | preschool children, providing a full school year of individualized mentoring and tutoring. | | |
| Howard University Jumpstart | Jumpstart's research-based curriculum is focused on building language, literacy, social | | |
| Program | and emotional skills in preschool children. | http://www.jstart.org/ | 202.806.7748 |
| | Joe's Den Before and Aftercare is an enrichment tutorial program for students ages 3— | | |
| | 10. Joe's Den offers: tutoring, dance programs, yoga, golf, tennis, basic sign language | | |
| | and outside play. Joe's Den encourages self-esteem by developing high achievers for | | |
| Joe's Den | the future. | | 240.401.4057 |
| | Mr. Tony provides a summer camp for PK–K children. Children enjoy field trips, outdoor | | |
| | play, exercise and a safe, healthy learning environment. Mr. Tony emphasizes | | |
| Mr. Tony LLC | experiential learning that nurtures respect for nature and respect for each other. | http://www.adventurecampdc.com/ | 202.725.6087 |
| | The National Association for the Education of Young Children (NAEYC) is a professional | | |
| | membership organization that works to promote high-quality early learning for all | | |
| | young children, birth through age 8, by connecting early childhood practice, policy, and | | |
| National Association for the | research. We advance a diverse, dynamic early childhood profession and support all | | |
| Education of Young Children | who care for, educate, and work on behalf of young children. | www.naeyc.org | 202-232-8777 |
| | The mission of the Division of Early Learning (DEL) is to provide leadership and | | |
| | coordination to ensure that all District of Columbia children, from birth to kindergarten | | |
| | entrance, have access to high quality early childhood development programs and are | | |
| OSSE - Early Learning | well prepared for school. | http://osse.dc.gov/service/early-learning | 202-727-6436 |
| | Peace Doves Montessori provides tutoring services to DCPS students in Grades K–3. | | |
| Peace Doves Montessori | They use Montessori based hands-on lessons to strengthen math and reading skills | http://www.peacedovesmontessori.com/ | 202.906.9157 |

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| | while helping students with homework. They also provide health and wellness classes (dance) and arts and crafts. | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------|
| | Polite Piggy's Day Camp supports families of young children ages 3–7 through | | |
| | comprehensive programming that incorporates physical fitness, the arts, inquiry-based | | |
| Polite Piggy's Day Camp | learning and foreign language, all through play. | http://www.politepiggysdaycamp.com/ | 240.396.8957 |
| | Power Tots gymnastics, dance and yoga programs are offered at preschools, daycare | | |
| Power Tots Gymnastics and | facilities, elementary schools, parks and recreation departments, or any venue where | | |
| Dance | children are gathered. | http://www.powertotsinc.com/ | 301.392.0187 |

Education News





| Organization Name | Description | Contact | |
|----------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------|--------------|
| | The Atlantic is America's leading destination for brave thinking | | |
| | and bold ideas that matter. The Atlantic is the source of opinion, | | |
| Atlantic Magazine, The - | commentary, and analysis for America's most influential | | |
| Education | individuals who wish to be challenged, informed, and entertained. | http://www.theatlantic.com/education/ | |
| BBC | To enrich people's lives with programs and services that inform, educate and entertain. | http://www.bbc.com/news/education | |
| Capital Community News | Aggregate of local community publications | http://www.capitalcommunitynews.com/ | 202-543-8300 |
| | Chalkbeat is a nonprofit news organization covering educational change efforts in the | | |
| Chalkbeat | communities where improvement matters most. | http://chalkbeat.org/ | |
| DC Eduphile | A blog about public education in DC. | http://www.dceduphile.org/ | |
| | EducationNews.org is a fresh approach to the age-old problem of increasing coverage of | | |
| | education news. Unfortunately, education is not a topic that news organizations are | | |
| | able to provide premium coverage to all the time, thus ironically, all education experts | | |
| Education News | face the same problem – the difficulty of educating the public. | http://www.educationnews.org/ | |
| | The Education Town Hall is the intersection where parents, students, teachers, | | |
| | administrators, community members, policy makers and politicians can all meet to | | |
| | share stories, struggles, and solutions. The show airs on Thursdays at 11am on | | |
| Education Town Hall, The | WeActRadio.com | http://educationtownhall.org/ | 202-889-9797 |
| | Our mission is to raising the level of understanding and discourse on critical issues in | | |
| Education Week | American education. | http://www.edweek.org/ew/index.html | |
| EducationDC | A blog by, for, and about everyone interested in public education in DC | http://educationdc.net/ | |
| | The Edvocate was created in 2014 to argue for shifts in education policy and | | |
| | organization in order to enhance the quality of education and the opportunities for | | |
| | learning afforded to America's students. What we envisage may not be the most | | |
| | straightforward or the most conventional ideas. We call for a relatively radical and | | |
| Edvocate, The | certainly quite comprehensive reorganization of American's P-20 system. | http://www.theedadvocate.org/ | |
| | | http://www.foxnews.com/us/education/index. | |
| Fox News | Creating and distributing top-quality news, sports and entertainment around the world. | <u>html</u> | |
| | Greater Greater Education is a community of contributors and readers who believe in | | |
| Greater Greater Education | improving education in Washington, DC for all children. | http://greatergreatereducation.org/ | |

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| | Greater Greater Washington builds informed and civically engaged communities who | |
|----------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------|
| | believe in a growing and inclusive Washington region and speak up for livable | |
| Greater Greater Washington | communities and high-quality education for all. | http://greatergreaterwashington.org/ |
| Huffington Post, The - | | |
| Education | Aggregate of left-leaning education news and thought opinion | http://www.huffingtonpost.com/education/ |
| | The core purpose of The New York Times is to enhance society by creating, collecting | |
| | and distributing high-quality news and information. Producing content of the highest | |
| | quality and integrity is the basis for our reputation and the means by which we fulfill | http://www.nytimes.com/pages/education/ind |
| New York Times, The | the public trust and our customers' expectations. | <u>ex.html</u> |
| | The mission of NPR is to work in partnership with Member Stations to create a more | |
| | informed public — one challenged and invigorated by a deeper understanding and | |
| NPR | appreciation of events, ideas and cultures. | http://www.npr.org/sections/education/ |
| | The Parent Toolkit will help you navigate your child's journey from pre-kindergarten | |
| Parent Toolkit | through high school. It is designed to help you track and support progress at each stage. | http://www.parenttoolkit.com/ |
| | RealClearEducation provides links to the most impactful news, thoughtful commentary | |
| | and important reports and publishes original content and analysis. RealClearEducation | |
| | allows you to efficiently access information carefully curated from top blogs, news | |
| Real Clear Education | channels, journals, think tanks, magazines and online publications on a daily basis. | http://realcleareducation.com |
| | U.S. News has earned a reputation as the leading provider of service news and | |
| | information that improves the quality of life of its readers by focusing on health, | |
| US News and World Report | personal finance, education, travel, cars, news and opinion. | http://www.usnews.com/education |
| | | https://www.washingtonpost.com/local/educa |
| Washington Post, The | | tion/ |

Extracurricular Enrichment





| Organization Name | Description | Contact | |
|---------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------|--------------|
| | Asian American LEAD provides enrichment and development programs to Asian | | |
| | American youth through one-on-one mentoring, academic support services, life-skills | | |
| | development and assistance to parents with school-related issues affecting their | | |
| | children. It provides a nurturing environment and culturally-sensitive guidance so each | | 202.884.0322 |
| Asian American LEAD | child will be a contributing member of the community. | http://www.aalead.org/ | ext. 109 |
| | The Grassroot Project uses sports to educate youth about HIV/AIDS awareness and | | |
| Athletes United for Social | prevention. The Project empowers youth to lead healthy, responsible lives by teaching | | |
| Justice | critical thinking, decision-making, communication and resiliency. | http://www.grassrootproject.org/ | 202.559.7923 |
| | BOKS provides elementary school children opportunities for physical activity, showing | | |
| | them the benefits of exercise and healthy choices. BOKS is designed to involve parents, | | |
| | school faculty and administration and community members as advocates, trainers and | | |
| BOKS, Build Our Kids' Success | volunteers. | http://www.bokskids.org/ | 781.401.4118 |
| | The Cub Scout program helps to develop character, citizenship, leadership skills and | | |
| | values in youth ages 7–10. The boys have fun, but with a purpose. The mission of the | | |
| Boy Scouts of America, National | Boy Scouts of America is to prepare young people to make ethical and moral choices | | |
| Capital Area Council | over their lifetimes by instilling in them the values of the Scout Oath and Law. | http://www.boyscouts-ncac.org/ | 301.530.9360 |
| | With the assistance of a volunteer Chef instructor, Capital Area Food Bank offers a | | |
| | Cooking Matters program that teaches hands on meal preparation, nutrition and food | | |
| | budgeting. Participants receive recipes and a bag of groceries each week so they can | | |
| | practice what they learned at home. The mission of the Food bank is to empower | | |
| | families at risk of hunger with the knowledge, skills, and confidence to prepare healthy, | | |
| Capital Area Food Bank | affordable meals. | http://www.capitalareafoodbank.org/ | 202.644.9827 |
| | Capitol Educational Support, Inc. (CES) is a 501(c) 3 nonprofit organization whose | | |
| | mission is to create community-based academic tutorial and social mentoring programs | | |
| Capitol Educational Support | for children throughout the United States. | http://ces.reachforit.org/ | 202-341-6070 |
| | CentroNía is a multicultural learning community with a pioneering approach to bilingual | | |
| | education. Children build bilingual literacy skills and teens experiment in music with | | |
| | artists-in-residence. Studio R.O.C.K.S. (Reading, Outdoors, Creativity, Knowledge, Self- | | |
| | Discovery) is a before- and afterschool program that weaves together academics, | | |
| CentroNía | drama, music, dance, chess, fine arts, photography and technology. | http://www.centronia.org/ | 202.332.4200 |

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| | Chess Wizards offers extra-curricular enrichment programs at schools across | | |
|------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------|--------------|
| | Washington, D.C. Classes are taught by trained teachers, who inspire an enthusiasm for | | |
| | the game within the students. These programs are known for their success in helping | | |
| | children build a vast array of skills ranging from development in concentration, logical | | |
| Chess Wizards Inc. | thinking and even mathematical performance. | http://www.chesswizards.com/ | 773.583.4508 |
| | City Arts students participate in year-long paid apprenticeships and work on murals, | | |
| | mosaics and other art forms during their time in the program. In addition to gaining | | |
| | marketable artistic skills and career insights, students improve their organizational | | |
| | habits and gain self-confidence in their artistic abilities. They also learn how to make a | | |
| City Arts | positive contribution toward a team effort. | http://www.cityartsdc.org/ | 202.331.1966 |
| | City Kids Wilderness Project is an outdoor education program focused on experiential | | |
| | learning that joins youth and staff in a cooperative family atmosphere and utilizes the | | |
| | natural environment as a classroom for academic, recreational and life skills. The | | |
| | program emphasizes hands-on, applied learning of academics, builds critical thinking | | |
| City Kids Wilderness Project | skills, teaches teamwork and enhances problem-solving abilities. | http://www.livingclassroomsdc.org/ | 202.488.0627 |
| | The Colin Powell Leadership Club, which operates as a program of St. John's Episcopal | | |
| | Church, serves MacFarland Middle School students in grades 5–8. Mentors emphasize | | |
| | high expectations for academic and personal success and remind students that they | | |
| | have the potential to be great leaders and to make a difference in the world. Through | | |
| | activities and one-on-one tutoring in the classroom, students are given tools to succeed | | 703.356.4902 |
| Colin Powell Leadership Club | not only academically but also as leaders in their community. | http://www.stjohnsmclean.org/ | ext. 16 |
| | We provide a unique integrated system of supports and scholarships for underserved, | | |
| College Success Foundation | low-income students to finish high school, graduate college and succeed in life. | http://dccollegesuccessfoundation.org | 202-207-1800 |
| | Dance Place teaches students to be a vital part of their surrounding communities and | | |
| | the world at large by providing homework assistance, teaching math and building | | |
| | language skills. They also facilitate art projects that bolster creative exploration through | | |
| Dance Place | cultural discussions and field trips, community service activities and dance. | http://www.danceplace.org/ | 202.269.1600 |
| | Dreams Work strives to meet the needs of youth by providing them with the | | |
| | opportunity to gain life-building skills using the arts. They utilize their talent(s) through | | |
| | performances as a way to spread awareness and education about various social issues | | |
| Dreams Work | throughout the community. | http://www.wemakedreamswork.org/ | 240.593.6497 |
| FihankraAkomaNtoaso (FAN) | FAN supports youth in foster care in grades 5–12 by offering academic support, group | http://www.fan-dc.org/ | 202.379.3080 |

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| | mentoring, extracurricular instruction, community service opportunities, leadership | | |
|---------------------------|------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| | development and college and career preparation. FAN's mission is to cultivate a focus | | |
| | on youth well-being and positive | | |
| | development in an environment infused with safety, security and love. | | |
| | TFS's afterschool programming helps students achieve academic success by providing | | |
| | them with supplemental academic instruction (especially in math and reading), targeted | | |
| | tutoring, homework assistance, test preparation, life skills training and recreation and | | |
| | cultural enrichment. The TFS mission is to provide a safe haven, caring adults and | | |
| | academic support for vulnerable children and youth (ages 6–12), empowering them to | | |
| Fishing School, The (TFS) | open doors to limitless possibilities. | http://www.fishingschool.org/ | 202.399.3618 |
| | The mission of Food & Friends is to foster a community caring for men, women and | | |
| | children living with HIV/AIDS, cancer and other life-challenging illnesses by preparing | | |
| Food & Friends | and delivering specialized meals and groceries in conjunction with nutrition counseling. | http://www.foodandfriends.org/ | 202-269-2277 |
| | Food for Fuel, together with International Fitness Diplomats, develops student athletes | | |
| | both mentally and physically by offering advice and programs about food choices. | | |
| | International Fitness Diplomats' nutrition programs focus on food consumption: why we | | |
| | eat, what we eat, how it affects the body and the economic impact. This program also | | |
| | offers an interactive computer program to further illustrate how the body responds to | http://www.internationalfitnessdiplomats.com | |
| Food for Fuel | certain foods | 1 | 202.332.5503 |
| | Through Spanish/English language writing workshops, the study of Latin American and | | |
| | Spanish playwrights and performing arts workshops, GALA promotes cultural literacy | | |
| | and community integration in an accessible environment, where students can | | |
| | experience live theater and expand their knowledge about the arts, history and issues | | |
| GALA Hispanic Theater | affecting their lives and communities. | http://www.galatheatre.org/ | 202.234.7174 |
| | Girl Scout Council of the Nation's Capital (GSCNC) has established the Young Leaders | | |
| | Program (YLP), which connects college students from local universities with girls who | | |
| | attend schools within DCPS. Over the course of six weeks, girls experience the joys of | | |
| Girl Scout Council of the | Girl Scouting and learn traditions, build courage, confidence and character and make | | |
| Nation's Capital | the world a better place. | http://www.gscnc.org/ | 202.274.3318 |
| | Girls Inc. provides an afterschool program at Howard University for middle school girls. | | |
| | The program includes tutoring, homework support, mentoring, computer applications, | | |
| Girls Inc. | a Robotics Team and a variety of platforms that address personal growth, pre-college | http://www.girlsincdc.org/ | 202.806.7938 |

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| | readiness and leadership development. | | |
|-----------------------------|--------------------------------------------------------------------------------------------|----------------------------|--------------|
| | GOTR uses the power of running to prepare and educate girls for a lifetime of self- | | |
| | esteem and healthy living. This includes empowering girls to avoid participation in at- | | |
| | risk activities, such as substance/alcohol use, eating disorders and the early onset of | | |
| | sexual activity, sedentary lifestyle, depression, suicide attempts and confrontations with | | |
| Girls on the Run (GOTR) | the juvenile justice system. | http://www.gotrdc.org/ | 202.258.7876 |
| | Global Kids works to ensure that urban youth have the knowledge, skills, experiences | | |
| | and values they need to succeed in school, participate effectively in the democratic | | |
| Global Kids | process and achieve leadership in their communities and on the global stage. | http://www.globalkids.org/ | 202.729.8253 |
| | Joe's Den Before and Aftercare is an enrichment tutorial program for students ages 3- | | |
| | 10. Joe's Den offers: tutoring, dance programs, yoga, golf, tennis, basic sign language | | |
| | and outside play. Joe's Den encourages self-esteem by developing high achievers for | | |
| Joe's Den | the future. | | 240.401.4057 |
| | The Junior Tennis Program includes a range of classes for ages 4–18. The program | | |
| Junior Tennis Champions | provides a structured and fun framework for learning and fosters a lasting enjoyment | | |
| Center | for the game of tennis. | http://www.thetccp.com/ | 301.779.8000 |
| | Kid Power provides academic, artistic, nutritional and service-learning opportunities for | | |
| | youth in under-served neighborhoods in DC. Kid Power's mission is to empower youth | | |
| | to become informed and engaged advocates for change in their own lives and in their | | |
| | communities. Kid Power provides one hour of rigorous academics daily, after which | | |
| | youth engage in a variety of enrichment activities including art, dance, drama, yoga, | | |
| Kid Power | skating, poetry, cooking/gardening and other exciting activities. | http://www.kidpowerdc.org/ | 202.383.4543 |
| | Children climb the Language Stars Learning Ladder, building valuable foreign language | | |
| | skills with each step up. Their full immersion programs engage, entertain and educate, | | |
| | entirely in the foreign language. Children learn to communicate actively in age- | | |
| | appropriate groups of 4-8 children. Summer programs provide increased language | | |
| | exposure through a variety of fun outdoor and indoor activities to reinforce the | | |
| Language Stars | language. | | 703.599.3522 |
| | Students in LAYC's Educational Enhancement programs look forward to an enriching | | |
| | experience with emphasis on academics, leadership development and social skill | | |
| Latin American Youth Center | building. In order to ensure comprehensive support for students, LAYC offers | | |
| (LAYC) | opportunities for health and fitness programs, technology access, college preparation, | http://www.layc-dc.org/ | 202.319.2225 |

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| | | | I |
|--------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------|--------------|
| | personal development and parental involvement. | | |
| | The objective of the MBA is to implant the ideals of good sportsmanship, honesty, | | |
| | courage, loyalty and reverence so that students may be finer, stronger and happier | | |
| | children and young adults who grow up to be good, clean and healthy citizens. These | | |
| Metropolitan Basketball League | objectives are achieved by providing adult supervised competitive athletic events. | | 240.832.9351 |
| | The Multicultural Career Intern Program provides afterschool social and academic | | |
| | services for over 1,300 children and youth at the Columbia Heights Education Campus. | | |
| | Remedial academic classes address math, reading, writing and science in both | | |
| Multicultural Career Intern | classroom settings and individual and group mentoring. MCIP also provides health and | | |
| Program, The | wellness classes and workshops and physical activities for all afterschool participants. | http://www.checdc.org/ | 202.939.7703 |
| | Saving Lives and Minds (SLAM) is an afterschool program that enhances the academic | | |
| | and social development of children by providing homework assistance, reading and | | |
| | math instruction, test taking skills and enrichment activities that center on improving | | |
| | standardized test scores, promoting higher achievement and encouraging the pursuit of | | |
| | higher education. Specific activities include: science and environmental experiments, | | |
| National Organization of | dance, poetry, quilting, American Sign Language, health and nutrition, life skills, rugby | | |
| Concerned Black Men | and cultural enrichment excursions | http://www.cbmnational.org/ | 202.783.0101 |
| | TNYP offers opportunities for interaction between students, parents and teachers | | |
| | through school and community-based events focused on reading, recreation, science | | |
| | and technology. The goal is to increase student/teacher interaction while having fun, | | |
| Next Year Project, The (TNYP) | demonstrating school pride and learning the value of a healthy lifestyle. | http://www.facebook.com/thenextyearproject | 202.829.3571 |
| | Kids + animals + academics = achievement and excitement. PAL Afterschool Program | | |
| | and Summer Camp (PAL Club) starts with students' natural affinity and curiosity for | | |
| | animals, mixes in committed and caring teachers and operates in close collaboration | | |
| | with the principal. People Animals Love works with the committed staff of Stanton | | |
| | Elementary to use best practices in afterschool and summer programming so kids | | |
| People Animals Love (PAL) | excel—and have a great time doing it. | http://www.peopleanimalslove.org/ | 202.966.2171 |
| · · · | Playworks offers training and full-time services for schools and youth development | | |
| Playworks DC | organizations throughout Washington DC, Maryland, and Virginia. | http://playworks.org | 202-822-0097 |
| • | Prodigy is an afterschool program that promotes social and emotional development | | |
| Prodigy Student Support | while addressing psychological and mental health issues that present major barriers to | | |
| Services | learning. The program provides peer group counseling to advance achievement, build | | 202.510.4192 |

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| | student expectations for future success and increase social behavior and character | | |
|------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------|--------------|
| | development. Prodigy develops youth who are empowered to embrace collective pride | | |
| ı | and individual purpose. | | |
| | Radio Rootz DC is a journalism training and production institute focused on producing | | |
| | stories that bring unheard voices to the fore. Students are taught how to create ground- | | |
| | breaking news critical to a vibrant democracy. It is founded on the principle that a | | |
| Radio Rootz DC | nuanced, balanced, and diverse news media is both a human right and a public good. | http://www.peoplesproductionhouse.org/ | 202.250.4939 |
| | Serve DC's Commander Ready program is a specialized component of the DC Citizen | | |
| Serve DC: The Mayor's Office | Corps program and is designed to educate and engage children ages 5–13 in emergency | | |
| on Volunteerism | preparedness training and activities. | http://www.serve.dc.gov/ | 202.727.7925 |
| | Sitar Arts Center provides arts education (visual arts, music, dance, drama and graphic | | |
| | arts) to students of all ages and skill-levels during afterschool hours. Sitar provides a | | |
| Sitar Arts Center | safe-haven and a nurturing, creative environment for personal and artistic growth. | http://www.sitarartscenter.org/ | 202.797.2145 |
| | The SoccerTots enrichment classes develop social skills and promote physical fitness in | | |
| | a structured and fun way. In addition, self-esteem and team building lessons help | | |
| Soccer Tots | children to be better attuned to the class room. | http://www.soccertotsdc.com/ | 202.550.2596 |
| | Step Afrika brings the art and energy of stepping to K–12 students of all backgrounds. | | |
| | The program integrates the energy and appeal of stepping with English language and | | |
| | social studies content. It uses stepping as a tool to demonstrate the universal life skills | | 202.399.7993 |
| Step Afrika | of teamwork, discipline and commitment. | http://www.stepafrika.org/ | ext. 103 |
| | The Student Conservation Association (SCA) provides college and high school-aged | | |
| | members with hands-on conservation service opportunities. Students learn to be | | |
| ı | careful stewards of the environment while working to protect and restore national | | |
| Student Conservation | parks, historic landmarks and community green spaces. The SCA allows students to | | |
| Association (SCA) | develop a variety of new skills and perspectives on the environment. | http://www.thesca.org/ | 703.524.2441 |
| | Super Leaders, Inc. is a middle and high school leadership, mentoring and drug | | |
| I | prevention program for at-risk but talented students. The program is based on the | | |
| I | traditional values of honesty and respect with a focus on positive peer leadership, | | |
| I | group support and self-empowerment. Super Leaders identifies and trains a team of | | |
| I | students in selected schools to resist the negative pressures they experience in their | | |
| Super Leaders, Inc. | homes, schools and neighborhood environments. | http://www.super-leaders.com/ | 202.409.7972 |
| Teatro de la Luna | By offering age-appropriate in-school Spanish language plays, Teatro de la Luna is able | http://www.teatrodelaluna.org/ | 202.882.6227 |

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| | to support students academically, culturally and cross-culturally. The program exposes | | |
|-------------------------|-------------------------------------------------------------------------------------------|--------------------------------------|--------------|
| | students to theater in Spanish, allows students to explore areas of cultural and ethnic | | |
| | heritages, provides positive Hispanic role models to students, develops cross-cultural | | |
| | understanding, provides students with a safe environment in which to explore self- | | |
| | identity and engenders a life-long interest in live theater. | | |
| | Teens Count works with students, parents, families and high school administrators to | | |
| | organize unique fashion oriented programs. Teens Count allows for the learning and | | |
| | exploration of fashion through fun, adventurous, educational and culturally significant | | |
| | activities. The program builds skill and confidence on the runway, enhances total | | |
| | wellness and self-esteem, stresses the importance of fitness and nutrition and develops | | |
| Teens Count, Inc. | live performance techniques | http://www.teenscount.org/ | 202.413.2950 |
| | The Washington Youth Choir is a free afterschool music education and college | | |
| | preparatory program for students ages 13–19. The Choir seeks to enhance the | | |
| | educational experience of DC-area youth with the rigorous study and performance of | | |
| Washington Youth Choir | music and facilitate their transition out of high school. | http://www.washingtonyouthchoir.org/ | 202.293.7508 |
| | SisterAct Institute of the Women's Collective is a Youth HIV/STD Prevention Program | | |
| | committed to building the skills of African American young women living in Wards 5–8. | | |
| | Its goal is to empower young women by enabling them to take control of their sexual | | |
| Women's Collective, The | health, as well as to become peer educators for their communities. | http://www.womenscollective.org/ | 202.483.7003 |
| | The YMCA DC Youth & Government Program empowers high school students to | | |
| | become critical thinkers, responsible citizens and leaders through training in the theory | | |
| | and practice of public policy. Acting in roles as a mayor, city council members, | | |
| YMCA DC Youth and | committee members and the press, high school students debate and pass laws they | | |
| Government Program, The | believe can solve the District's problems. | http://www.dcyag.org/ | 202.380.7632 |

Government/Legislative





| Organization Name | Description | Contact | |
|--------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------|--------------|
| | The DC Child and Family Services Agency (CFSA) is the public child welfare agency in the | | |
| | District of Columbia responsible for protecting child victims and those at risk of abuse | | |
| Child and Family Services | and neglect and assisting their families. | http://cfsa.dc.gov/ | 202-442-6100 |
| | The Committee on Education is responsible for all matters related to public education, | | |
| | including authorizing public charter schools, but not including matters exclusively within | | |
| DC Council Committee on | the University of the District of Columbia or the Community College of the District of | | |
| Education | Columbia; truancy (jointly with the Committee of the Whole); and public libraries. | http://dccouncil.us/committee-on-education | 202-724-8061 |
| DC Department of Health - | | | |
| Community Health | DOH operates a number of programs to ensure that infants, children and teens are | | |
| Administration (Infants, | equipped with the necessary tools and services to make them successful at home, in | | |
| Children, Teens and School | school, and in their communities. Please follow the program links below for more | http://doh.dc.gov/service/infants-children- | |
| Health) | information on DOH's programs serving DC's infants, children and teens. | teens-and-school-health | 202-442-5925 |
| DC Department of Human | | | |
| Services - Family Services | The agency provides protection, intervention and social services to meet the needs of | | |
| Administration | vulnerable adults and families to help reduce risk and promote self-sufficiency. | http://dhs.dc.gov/service/family-services | 202-671-4200 |
| | The agency provides emergency and ongoing housing support and services to help | | |
| DC Department of Human | individuals and families who are homeless or at risk of being homeless transition into or | | |
| Services - Housing and Shelter | maintain permanent affordable housing. | http://dhs.dc.gov/service/housing-and-shelter | 202-671-4200 |
| | The Interagency Council on Homelessness (ICH) is a group of cabinet-level leaders, | | |
| | providers of homeless services, advocates, homeless and formerly homeless leaders | | |
| | that come together to inform and guide the District's strategies and policies for meeting | | |
| DC Interagency Council on | the needs of individuals and families who are homeless or at imminent risk of becoming | | |
| Homelessness | homeless in the District of Columbia. | http://ich.dc.gov/ | 202-727-7973 |
| | Our goal is to ensure that students and families in Washington, DC have access to | | |
| | quality public charter school education. We do that by setting tough academic | | |
| | standards, using a comprehensive charter application review process and effective | | |
| | oversight, providing meaningful support and actively involving parents, school leaders, | | |
| | the community, and policy makers. | | |
| DC Public Charter School Board | | http://www.dcpcsb.org/ | 202-328-2660 |
| DC Public Charter School Board | To reach the hotline, please call (202)328-2660 | http://www.dcpcsb.org/contact-us | 202-328-2660 |

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| - Complaints and Concerns Line | | | |
|--------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|
| | Our goal is to ensure that students and families in Washington, DC have access to | | |
| | quality public charter school education. We do that by setting tough academic | | |
| | standards, using a comprehensive charter application review process and effective | | |
| DC Public Charter School Board | oversight, providing meaningful support and actively involving parents, school leaders, | http://www.dcpcsb.org/report/special- | |
| Special Education | the community, and policy makers. | education | (202) 328- 2660 |
| | There are two ways that you can access student records. If the school the student | | |
| DC Public Charter School Board | attended remains open, contact the school directly. If it is closed, contact PCSB at (202) | http://www.dcpcsb.org/where-can-i-find-my- | |
| Student Records | 328-2660. | student-records | (202) 328-2660 |
| | DC Ed Fund celebrates and is encouraged by DC Public Schools' success and looks | | |
| DC Public Education Fund | forward to our continued partnership to accelerate student achievement. | http://www.dceducationfund.org/ | 202-549-3711 |
| | The library provides environments that invite reading, learning and community | | |
| | discussion and equips people to learn all their lives, to embrace diversity and to build a | | |
| | thriving city. We are proud to be a recognized force in the community for engaging the | | |
| DC Public Library | mind, expanding opportunities and elevating the quality of life. | http://dclibrary.org | |
| | If the high school you attended is still in operation, please contact the high school | | |
| | registrar. | | |
| | If the high school you attended is now closed, please contact us at (202) 478-5738 or | | |
| DC Public Schools Student | send us a message. We will work with you to locate your records and ensure that a | http://dcps.dc.gov/service/request-transcripts- | |
| Records | duplicate is mailed to you. | and-diplomas | (202) 478-5738 |
| | The DCYAC is a 32-member body of youth from all of the wards of the District of | | |
| | Columbia. It is a diverse group of youth from various social, racial, and economic | | |
| DC Youth Advisory Council | backgrounds, united to improve the quality of life for DC youth. | http://dcyac.dc.gov | 202- 727-7966 |
| | Adult and Family Education is a federally established agency that: re-grants federal and | | |
| | local funds to eligible providers of adult education services; facilitates state leadership | | |
| | activities including professional development, technical assistance and monitoring; and, | | |
| DCPS - Adult and Family | maintains and reports state and local program performance, progress and outcome | | |
| Education | data. | http://dcps.dc.gov/afe | 202-741-5531 |
| | Ballou STAY's mission is to deliver a high-quality academic and career/technical | | |
| | program that will lead to a high school diploma or vocational certificate. Ballou STAY | | |
| DCPS - Ballou STAY | offers traditional and accelerated diploma programs in addition to GED Prep and | http://balloustay.com | (202) 645-3390 |

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| | External Diploma Programs. Ballou STAY also offers vocational programs such as | | 1 |
|------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| | automotive technology, barbering, cosmetology, Microsoft Office courses, and culinary | | |
| | arts. | | |
| | Each CAT coordinator is responsible for building and sustaining strategic relationships | | |
| | with key community stakeholders, specifically those who have been historically | | |
| | underrepresented in our decision-making process. The CAT is also responsible for | | |
| | assisting DCPS stakeholders in support of their access to information and resources | http://dcps.dc.gov/page/community-action- | |
| DCPS - Community Action Team | offered by DCPS and communicating emerging needs and trends back to DCPS. | <u>team</u> | 202-719-6613 |
| | To ensure that every DCPS school provides a world-class education that prepares ALL of | | |
| DCPS - District of Columbia | our students, regardless of background or circumstance, for success in college, career | | |
| Public Schools | and life. | http://dcps.dc.gov/ | 202-442-5885 |
| | The Language Access (LA) Program exists to ensure District residents who are limited or | | |
| | non-English proficient are afforded equal access to information and services provided | | |
| | by the District. Residents who speak little English must be offered interpretation | | |
| DCPS - Language Access | services and/or translated documents when obtaining government services, as required | http://dcps.dc.gov/service/language-access- | |
| Program | by the Language Access Act of 2004. | program | 202-671-0754 |
| | An English language learner (ELL) student is defined as a linguistically and culturally | | |
| DCPS - Office of Bilingual | diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 | http://dcps.dc.gov/service/english-language- | |
| Education | on the ACCESS for ELLs™ test administered each year. | <u>learner-ell-support</u> | 202-671-0754 |
| | The Office of Family and Public Engagement works to accelerate the rate of | | |
| DCPS - Office of Family and | achievement in DC Public Schools by investing families and the greater DC community in | http://dcps.dc.gov/page/family-and- | |
| Public Engagement | student and school success. | community-engagement | 202-719-6613 |
| | The Office of Special Education aspires to be recognized and respected as a leader in | | |
| | urban special education. We are determined to do whatever it takes to ensure that | | |
| DCPS - Office of Special | students with disabilities become successful adults holding good jobs, living | | |
| Education | independently and engaging in the community. | http://dcps.dc.gov/specialeducation | 202-442-4800 |
| | The Office of Family and Public Engagement and the Office of Teaching and Learning | | |
| | collaborated to create grade specific Parent Guides. These guides give you the tools | | |
| DCPS Parent Curriculum | you need to support your child's learning at home. In this booklet, you'll find strategies | | |
| Guides | based on the DCPS curriculum to help your child meet his or her learning goals. | http://dcps.dc.gov/node/1114421 | (202) 442-5885 |
| | Our Purpose: To ensure that every DCPS school provides a world-class education that | http://dcps.dc.gov/page/parent-resources- | |
| DCPS Parent Resources | prepares ALL of our students, regardless of background or circumstance, for success in | family-community | (202) 442-5885 |

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| | college, career and life. | | |
|---------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| DCPS - Roosevelt STAY | | http://rooseveltstay.org | (202) 576-8399 |
| | We're committed to helping all students become successful adults holding good jobs, | | |
| | living independently and engaging in the community. An important component of | | |
| DCPS Special Education | achieving these goals is ensuring that our schools are inclusive schools that can serve | http://dcps.dc.gov/page/special-education- | |
| Resources for Parents | the needs of all our students. | resources-parents | (202) 442-5885 |
| | The D.C. Opportunity Scholarship Program (OSP) provides K-12 scholarships to District | | |
| District of Columbia | families interested in enrolling their child(ren) in one of over 50 participating private | | |
| Opportunity Scholarship | schools. Learn about the family eligibility requirements, application process, and if you | | |
| Program | are a returning parent, how to continue receiving an OSP scholarship. | www.dcscholarships.org/ | 888-329-6884 |
| | The DVIC provides a single access point for victims of domestic violence by conducting | | |
| | intake evaluations, providing counseling, safety planning, assisting victims in drafting | | |
| Domestic Violence Intake | pleadings and other documents necessary for acquisition of protective orders and free | http://mpdc.dc.gov/page/domestic-violence- | |
| Center | legal representation. | <u>intake-center</u> | (202) 727-7137 |
| Domestic Violence Intake | | | |
| Center at the DC Superior Court | | http://www.dccourts.gov/internet/superior/or | (202) 879-0152 |
| (DVIC- NW) | Court-based support center providing legal assistance (CPO's), advocacy, and referrals | g_dvu/intakecenter.jsf | |
| Domestic Violence Intake | | | |
| Center at United Medical | | http://www.dccourts.gov/internet/superior/or | (202) 561-3000 |
| Center (DVIC- SE) | Court-based support center providing legal assistance (CPO's), advocacy, and referrals | g_dvu/intakecenter.jsf | |
| | LearnDC is a one-stop source for information and resources about education that create | | |
| LearnDC | opportunities for DC students in college, careers and life. | www.learndc.org | 202-727-6436 |
| | The Office of LGBTQ Affairs works in collaboration with an Advisory Committee, | | |
| | appointed by the Mayor, to define issues of concern to the LGBTQ community and find | | |
| Mayor's Office of GLBT Affairs | innovative ways of utilizing government resources to help address these issues. | http://lgbtq.dc.gov/ | (202) 727-9493 |
| | The Marion Barry Youth Leadership Institute (MBYLI) was founded in 1979 as a year- | | |
| | round program to train District of Columbia youth in the concepts of leadership and | | |
| Mayor's Youth Leadership | self-development. The MBYLI training model emphasizes practical, hands-on experience | http://does.dc.gov/service/marion-barry- | |
| Institute | and a holistic approach to developing leaders for the 21st century. | youth-leadership-institute | (202) 698-3991 |
| | The policy of the Metropolitan Police Department (MPD) is to treat all victims/witnesses | | |
| MPD Domestic Violence | in a respectful, responsive, and compassionate manner that reflects the Department's | http://mpdc.dc.gov/page/domestic-violence- | |
| Resources | recognition of the trauma of victimization. A member's interaction with the | resources | 202-727-7137 |

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| 1 | victim/witness of a crime shall not contribute additional harm. Toward that end, MPD | | 1 |
|------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------|------------------|
| | members assist crime victims by providing them with information about their rights and | | |
| | available programs and services that can help them cope with physical injury, emotional | | |
| | trauma, and economic loss. | | |
| | The policy of the Metropolitan Police Department (MPD) is to treat all victims/witnesses | | |
| | in a respectful, responsive, and compassionate manner that reflects the Department's | | |
| | recognition of the trauma of victimization. A member's interaction with the | | |
| | victim/witness of a crime shall not contribute additional harm. Toward that end, MPD | | |
| | members assist crime victims by providing them with information about their rights and | | |
| | available programs and services that can help them cope with physical injury, emotional | http://mpdc.dc.gov/page/sexual-assault- | |
| MPD Sexual Assault Resources | trauma, and economic loss. | resources | 202-727-3700 |
| | DC residents have many public school options. My School DC, in partnership with DCPS | | |
| | and almost all DC public charter schools, makes it easier for families to take advantage | | |
| MySchoolDC | of these choices. | http://www.myschooldc.org/ | 202-888-6336 |
| | The Citywide Youth Bullying Prevention Program aims to reduce incidents of bullying | | |
| | across the District by emphasizing prevention and proper procedures for responding | | |
| | when incidents occur. The program works with youth-serving government agencies, | | |
| Office of Human Rights - | District schools and youth-serving government grantees to ensure bullying prevention | | 202-727-4559 or |
| Citywide Youth Bullying | policies are adopted and implemented in ways consistent with the best practices | | bullyingpreventi |
| Prevention Program | adopted by the Youth Bullying Prevention Task Force. | http://ohr.dc.gov/page/bullyingprevention | on@dc.gov |
| | The Language Access (LA) Program exists to ensure District residents who are limited or | | |
| | non-English proficient are afforded equal access to information and services provided | | |
| | by the District. Residents who speak little English must be offered interpretation | | |
| | services and/or translated documents when obtaining government services, as required | | |
| | by the Language Access Act of 2004. The LA Program staff engages in extensive | | |
| | community outreach, provide training and technical support to District agencies | | |
| | working with LEP/NEP residents, and measure the effectiveness of agencies in serving | | |
| | such populations by examining resource allocation and service delivery. | | |
| | Through its enforcement authority, the LA Program works under the auspices of OHR to | | |
| Office of Human Rights - | investigate complaints claiming access to information or government services were | http://ohr.dc.gov/service/language-access- | |
| Language Access Program | denied. | program | 202-727-4559 |

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| | The Office of the Ombudsman is responsible for helping students and parents resolve | | 1 |
|---------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------|--------------|
| | problems as they engage with the District of Columbia Public Schools and public charter | | |
| | schools. The Office offers conflict resolution services to parents, families, and students | | |
| Office of the Ombudsman for | and is committed to resolving school related complaints, disputes and problems quickly | | |
| Public Education, The | and efficiently in all areas that affect student learning. | http://sboe.dc.gov/ombudsman | 202-741-0886 |
| , | It is our mission to empower students, parents, families, and community members to | | |
| Office of the Student Advocate, | achieve equal access to public education through advocacy, outreach, and information | | |
| The | assistance to navigate the public education system in the District of Columbia. | http://sboe.dc.gov/studentadvocate | 202-741-4692 |
| | Adult and Family Education is a federally established agency that: re-grants federal and | | |
| | local funds to eligible providers of adult education services; facilitates state leadership | | |
| | activities including professional development, technical assistance and monitoring; and | | |
| OSSE - Adult and Family | maintains and reports state and local program performance, progress and outcome | | |
| Education | data. | http://osse.dc.gov/afe | 202-741-5531 |
| | OSSE administers federal funds available under the Carl D. Perkins Act to leverage active | | |
| | working partnerships with DC Public Schools, D.C. public charter schools, the University | | |
| | of the District of Columbia Community College, and the private sector to foster and | | |
| OSSE - Career and Technical | improve high quality, high performance CTE programs of study that are accessible to | http://osse.dc.gov/service/career-and- | |
| Education (CTE) | every student. | technical-education-cte | 202-727-8576 |
| | DC College Application Week is part of a national effort to increase the number of first- | | |
| | generation and low-income students who pursue a postsecondary education. The goal | | |
| | of DC College Application Week is to assist all graduating seniors, especially those who | | |
| | may not otherwise apply to college, in navigating the complex college admissions | | |
| OSSE - College Application | process and ensure that each participating student completes and submits at least one | http://osse.dc.gov/service/dc-college- | |
| Week | application. | application-week | 202-741-6415 |
| | The DC Reengagement Center is a "single-door" through which youth (ages 16-24) who | | |
| OSSE - DC Reengagement | have dropped out can reconnect back to educational options and other critical services | | |
| Center | to support their attainment of a high school diploma or GED. | http://osse.dc.gov | 202-671-2539 |
| | The DC Tuition Assistance Grant (DCTAG) application season for the 2015/2016 | | |
| OSSE - DC Tuition Assistance | academic year is now over. The application period closed June 30, 2015. The | http://osse.dc.gov/service/dc-tuition- | |
| Grant (DC TAG) | 2016/2017 DCTAG application will reopen February 2016. | assistance-grant-dc-tag | 202-727-2824 |
| | The mission of the Division of Early Learning (DEL) is to provide leadership and | | |
| OSSE - Early Learning | coordination to ensure that all District of Columbia children, from birth to kindergarten | http://osse.dc.gov/service/early-learning | 202-727-6436 |

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| | entrance, have access to high quality early childhood development programs and are | | |
|------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| | well prepared for school. | | |
| OSSE - Elementary and | | http://osse.dc.gov/service/elementary- | |
| Secondary Education | | secondary-education | 202-727-6436 |
| | District of Columbia residents are entitled to a free public education if documentation is | | |
| | provided that verifies their residency status. In some cases, non-residents may attend | | |
| | DC public schools, but they must pay tuition after meeting established criteria. In | | |
| OSSE - Enrollment and | addition, in order to be accepted/admitted as a non-resident, schools should not have | http://osse.dc.gov/service/enrollment-and- | |
| Residency | any residents on its waiting list. | residency | 202-727-6436 |
| | The purpose of the survey is to assist OSSE's efforts to better understand the needs of | | |
| OSSE - LEA/School Needs | LEAs regarding its program and services to ELs. Results from the needs assessment | | |
| Assessment: ESL/Bilingual | survey will provide valuable information that will help OSSE design and implement | http://osse.dc.gov/service/leaschool-needs- | |
| Education Program | targeted technical assistance and professional development sessions. | assessment-eslbilingual-education-program | 202-478-9220 |
| | An English language learner (ELL) student is defined as a linguistically and culturally | | |
| OSSE - Office of Bilingual | diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 | http://osse.dc.gov/service/english-language- | |
| Education | on the ACCESS for ELLs™ test administered each year. | learner-ell-support | 202-727-6436 |
| | The Office of Dispute Resolution within the Office of the State Superintendent of | | |
| OSSE - Office of Dispute | Education (OSSE) is responsible for the conduct of special education due process | http://osse.dc.gov/service/office-dispute- | |
| Resolution | hearings. | resolution-odr | 202-698-3819 |
| | The Office of the State Superintendent of Education (OSSE) is the State Education | | |
| | Agency for the District of Columbia charged with raising the quality of education for all | | |
| | DC residents. OSSE serves as the District's liaison to the U.S. Department of Education | | |
| OSSE - Office of State | and works closely with the District's traditional and public charter schools to achieve its | | |
| Superintendent for Education | key functions. | http://osse.dc.gov/ | 202-727-6436 |
| | The DC Tuition Assistance Grant (DC TAG) is now open. Students are encouraged to | | |
| OSSE - OneApp Service | apply early. | http://osse.dc.gov/service/dc-oneapp-service | 202-727-2824 |
| | OSSE's Division of Specialized Education (DSE) is responsible for overseeing the | | |
| | development and promulgation of state policy governing special education; monitoring | | |
| | LEAs for compliance with IDEA as well as other federal and local regulations and court- | | |
| | ordered consent decrees; allocation and administration of IDEA grant funds to LEAs and | | |
| OSSE - OSSE Specialized | other public agencies; provision of training and technical assistance to LEAs; and | http://osse.dc.gov/service/specialized- | |
| Education | investigation and resolution of state complaints relating to special education. | education | 202-741-0227 |

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| Ĭ | The Division of Postsecondary and Career Education (Postsec) supports programs that | | |
|--------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------|----------------|
| | improve the overall postsecondary enrollment, graduation, certificate completion, and | | |
| | employment rates for youth and adults in the District of Columbia. Through financial | | |
| OSSE - Postsecondary and | and programmatic support, Postsec creates opportunities for District youth and adults | http://osse.dc.gov/service/postsecondary-and- | |
| Career Education | to attend postsecondary institutions and earn certifications and/or college degrees. | <u>career-education</u> | 202-727-2824 |
| | The Office of the State Superintendent Division of Student Transportation (OSSE DOT) is | | |
| | a regional transportation system that transports eligible special needs students in the | http://osse.dc.gov/service/student- | |
| OSSE - Transportation Division | District to school each day, safely and on-time. | transportation | 202-576-5000 |
| | The mission of the Wellness and Nutrition Services Division is to work with schools and | | |
| | community based organizations to promote positive healthy behaviors and to improve | | |
| | the quality of life for children and youth in the District of Columbia. We offer capacity | | |
| | building to schools and community based organizations through the administration of | | |
| OSSE - Wellness and Nutrition | the federal child nutrition programs, the distribution of federal and local funding, | http://osse.dc.gov/service/wellness-and- | |
| Services | technical assistance and programming. | <u>nutrition-services</u> | 202-727-1839 |
| | Serve DC is dedicated to promoting service as an innovative, sustainable solution to | | |
| | pressing social challenges. Serve DC engages District communities by building | | |
| Serve DC: The Mayor's Office | partnerships and organizational capacity, leading local and national volunteer and | | |
| on Volunteerism | service initiatives, and providing and promoting meaningful service opportunities. | http://www.serve.dc.gov/ | 202.727.7925 |
| | The United States Attorney's Office for the District of Columbia is unique among U.S. | | |
| | Attorney's Offices in the size and scope of its work. It serves as both the local and the | | |
| | federal prosecutor for the nation's capital. On the local side, these prosecutions extend | | |
| | from misdemeanor drug possession cases to murders. On the federal side, these | | 202-252-7566 |
| | prosecutions extend from child pornography to gangs to financial fraud to terrorism. In | | |
| | both roles, the Office is committed to being responsive and accountable to the citizens | | |
| US Attorney's Office | of the District of Columbia. | http://www.justice.gov/usao-dc | |
| | The Victim Witness Assistance Unit provides assistance to victims and witnesses of | | |
| | serious crime while they are involved with the criminal justice system. Unit Staff will | | (202) 514 7120 |
| | also help victims understand how the criminal justice system works and assist with | http://www.justice.gov/usao-dc/victim- | (202) 514 7130 |
| Victim Witness Program, USAO | restitution and services. | <u>witness-assistance</u> | |

Health/Wellness





| Organization Name | Description | Contact | |
|--------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|--------------|
| | 100 Black Men of Greater Washington improves the quality of life for African- | | |
| | Americans, particularly young males, through programs focusing on health and | | |
| | wellness, economic empowerment and education. Tutoring programs emphasize math | | |
| 100 Black Men of Greater | and reading for Grades 1–5 and help both students who are falling behind and those | | |
| Washington, DC | that are excelling. | http://www.100blackmendc.org/ | 202.289.8884 |
| | The Grassroot Project uses sports to educate youth about HIV/AIDS awareness and | | |
| Athletes United for Social | prevention. The Project empowers youth to lead healthy, responsible lives by teaching | | |
| Justice | critical thinking, decision-making, communication and resiliency. | http://www.grassrootproject.org/ | 202.559.7923 |
| | BOKS provides elementary school children opportunities for physical activity, showing | | |
| | them the benefits of exercise and healthy choices. BOKS is designed to involve parents, | | |
| | school faculty and administration and community members as advocates, trainers and | | |
| BOKS, Build Our Kids' Success | volunteers. | http://www.bokskids.org/ | 781.401.4118 |
| | Brainfood uses food and cooking as tools to promote healthy living in a fun, creative | | |
| | and safe environment. Its afterschool program helps teens learn about food, nutrition, | | |
| | cooking and jobs in the food industry by participating in activities, restaurant visits and | | |
| Brainfood | by cooking with guest chefs. | http://www.brain-food.org/ | 202.667.5515 |
| | Crittenton Services delivers goal-setting programs that address key issues in the lives of | | |
| | teen women: pregnancy prevention, healthy relationships and teen parenting. By | | |
| | demystifying the key issues of health education, self-esteem, pregnancy, STI prevention | | |
| Crittenton Services of Greater | and the fundamentals of healthy relationships, Crittenton is creating stronger, healthier | | |
| Washington | communities in the Greater Washington area. | http://www.crittentonservices.org/ | 301.565.9333 |
| | DC Hunger Solution seeks to create a hunger-free community and improve the | | |
| DC Hunger Solution | nutrition, health, economic security, and well-being of low-income District residents. | http://dchunger.org | 202-640-1088 |
| Family Place, The | Day center for pregnant/parenting women and their children; offers support groups | www.thefamilyplacedc.org | 202-265-0149 |
| · | Fightlady Fitness introduces girls to the exercise of boxing, which will aid them in | | |
| | discipline, image enhancement, character building and healthy lifestyles. Fightlady | | |
| | provides education on boxing, diet, exercise, nutrition, weight discipline and health. It | | |
| | encourages and inspires females to realize their full potential in life and to pursue a | | |
| Fightlady Fitness | career in professional boxing industry or in a healthier way of living. | http://www.fightlady.org/ | 202.412.3339 |
| Food & Friends | The mission of Food & Friends is to foster a community caring for men, women and | http://www.foodandfriends.org/ | 202-269-2277 |

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| | children living with HIV/AIDS, cancer and other life-challenging illnesses by preparing | | |
|------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| | and delivering specialized meals and groceries in conjunction with nutrition counseling. | | |
| | Food for Fuel, together with International Fitness Diplomats, develops student athletes | | |
| | both mentally and physically by offering advice and programs about food choices. | | |
| | International Fitness Diplomats' nutrition programs focus on food consumption: why we | | |
| | eat, what we eat, how it affects the body and the economic impact. This program also | | |
| | offers an interactive computer program to further illustrate how the body responds to | http://www.internationalfitnessdiplomats.com | |
| Food for Fuel | certain foods | L | 202.332.5503 |
| | GOTR uses the power of running to prepare and educate girls for a lifetime of self- | | |
| | esteem and healthy living. This includes empowering girls to avoid participation in at- | | |
| | risk activities, such as substance/alcohol use, eating disorders and the early onset of | | |
| | sexual activity, sedentary lifestyle, depression, suicide attempts and confrontations with | | |
| Girls on the Run (GOTR) | the juvenile justice system. | http://www.gotrdc.org/ | 202.258.7876 |
| | Healthcorps is a proactive health program fighting the obesity crisis by getting students | | |
| | to take charge of their health. The HealthCorps curriculum is composed of three | | |
| | sections aimed at educating students and providing a relevant view of the important | | |
| Healthcorps | role health plays in their lives. | http://www.healthcorps.net/ | 212.742.2875 |
| | Hubbard Place provides educational, cultural and recreational opportunities to youth, | | |
| | teens, adults and seniors. These after school tutoring and enrichment programs include | | |
| | GED study and job skills training, health and wellness workshops, computer literacy | | |
| Hubbard Place Urban Village | classes, English as a Second Language and financial literacy education. | http://www.hubbardplace.org/ | 202.387.1919 |
| | IWF focuses on reducing childhood obesity in DC Public Schools. This is done using an | | |
| | interdisciplinary WELLKIDS Program for elementary school students. Each program is | | |
| Infinity Wellness Foundation | based off of a Total Wellness Model, allowing students to learn different ways to | | |
| (IWF) | become more active, healthy and improve their lifestyle skills. | http://www.infinitywellness.org/ | 847.971.8994 |
| | The Junior Tennis Program includes a range of classes for ages 4–18. The program | | |
| Junior Tennis Champions | provides a structured and fun framework for learning and fosters a lasting enjoyment | | |
| Center | for the game of tennis. | http://www.thetccp.com/ | 301.779.8000 |
| | Federally funded local service agency in Wards 1, 2 and 4 established to promote | | |
| Mary's Center | healthy pregnancies, improve birth outcomes, and reduce infant mortality. | http://maryscenter.org | 202-483-8196 |
| | The MEND Foundation inspires children to lead and sustain fitter, healthier and happier | | |
| MEND Foundation | lives. MEND empowers 7-13 year olds to maintain a healthy weight by helping families | http://www.mendfoundation.org/ | 201.248.9724 |

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| | change unhealthy attitudes about food and activity (Mind), keep physically active | | |
|--------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------|
| | (Exercise), learn how to choose foods that are healthy, tasty and nutritious (Nutrition) | | |
| | and take action to maintain a healthy lifestyle for life. | | |
| | Metro TeenAIDS is a community health organization dedicated to supporting young | | |
| | people in the fight against HIV/AIDS. Through education, support and advocacy, MTA | | |
| | works to prevent the spread of HIV, promote responsible decision making and improve | | |
| Metro TeenAIDS (MTA) | the quality of life for young people infected with, or affected by, HIV/AIDS. | http://www.metroteenaids.org/ | 202.543.0094 |
| | The objective of the MBA is to implant the ideals of good sportsmanship, honesty, | | |
| | courage, loyalty and reverence so that students may be finer, stronger and happier | | |
| | children and young adults who grow up to be good, clean and healthy citizens. These | | |
| Metropolitan Basketball League | objectives are achieved by providing adult supervised competitive athletic events. | | 240.832.9351 |
| | TNYP offers opportunities for interaction between students, parents and teachers | | |
| | through school and community-based events focused on reading, recreation, science | | |
| | and technology. The goal is to increase student/teacher interaction while having fun, | | |
| Next Year Project, The (TNYP) | demonstrating school pride and learning the value of a healthy lifestyle. | http://www.facebook.com/thenextyearproject | 202.829.3571 |
| | The mission of the Wellness and Nutrition Services Division is to work with schools and | | |
| | community based organizations to promote positive healthy behaviors and to improve | | |
| | the quality of life for children and youth in the District of Columbia. We offer capacity | | |
| | building to schools and community based organizations through the administration of | | |
| OSSE - Wellness and Nutrition | the federal child nutrition programs, the distribution of federal and local funding, | http://osse.dc.gov/service/wellness-and- | |
| Services | technical assistance and programming. | <u>nutrition-services</u> | 202-727-1839 |
| | Polite Piggy's Day Camp supports families of young children ages 3–7 through | | |
| | comprehensive programming that incorporates physical fitness, the arts, inquiry-based | | |
| Polite Piggy's Day Camp | learning and foreign language, all through play. | http://www.politepiggysdaycamp.com/ | 240.396.8957 |
| | Power Tots gymnastics, dance and yoga programs are offered at preschools, daycare | | |
| Power Tots Gymnastics and | facilities, elementary schools, parks and recreation departments, or any venue where | | |
| Dance | children are gathered. | http://www.powertotsinc.com/ | 301.392.0187 |
| | The SoccerTots enrichment classes develop social skills and promote physical fitness in | | |
| | a structured and fun way. In addition, self-esteem and team building lessons help | | |
| Soccer Tots | children to be better attuned to the class room. | http://www.soccertotsdc.com/ | 202.550.2596 |
| | Step Afrika brings the art and energy of stepping to K–12 students of all backgrounds. | | |
| Step Afrika | The program integrates the energy and appeal of stepping with English language and | http://www.stepafrika.org/ | 202.399.7993 ext. 103 |

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| | social studies content. It uses stepping as a tool to demonstrate the universal life skills | | |
|--------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------|--------------|
| | of teamwork, discipline and commitment. | | |
| | The Take Charge Program offers pre-delinquent and delinquent prevention, | | |
| Students Taking Charge (Action | intervention and behavior modification services. Afterschool programming consists of | | |
| for Healthy Kids) | life skills development, character building workshops and team sports. | http://www.takechargeprogram.org/ | 301.420.7395 |
| | Super Leaders, Inc. is a middle and high school leadership, mentoring and drug | | |
| | prevention program for at-risk but talented students. The program is based on the | | |
| | traditional values of honesty and respect with a focus on positive peer leadership, | | |
| | group support and self-empowerment. Super Leaders identifies and trains a team of | | |
| | students in selected schools to resist the negative pressures they experience in their | | |
| Super Leaders, Inc. | homes, schools and neighborhood environments. | http://www.super-leaders.com/ | 202.409.7972 |
| | Teens Count works with students, parents, families and high school administrators to | | |
| | organize unique fashion oriented programs. Teens Count allows for the learning and | | |
| | exploration of fashion through fun, adventurous, educational and culturally significant | | |
| | activities. The program builds skill and confidence on the runway, enhances total | | |
| | wellness and self-esteem, stresses the importance of fitness and nutrition and develops | | |
| Teens Count, Inc. | live performance techniques | http://www.teenscount.org/ | 202.413.2950 |
| | UPO offers afterschool programs that help students develop more positive attitudes | | |
| | towards learning. Children are taught using a model curriculum that supports children | | |
| | and families around five central areas: high quality academic enrichment, parent and | | |
| United Planning Organization | family involvement, civic engagement and social action, intergenerational development | | |
| (UPO) | and nutrition, health and mental health. | http://www.upo.org/ | 202.583.8650 |
| · | SisterAct Institute of the Women's Collective is a Youth HIV/STD Prevention Program | | |
| | committed to building the skills of African American young women living in Wards 5–8. | | |
| | Its goal is to empower young women by enabling them to take control of their sexual | | |
| Women's Collective, The | health, as well as to become peer educators for their communities. | http://www.womenscollective.org/ | 202.483.7003 |

Homelessness

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| Organization Name | Description | Contact | |
|--------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------|----------------|
| | The mission of Bread for the City is to provide vulnerable residents of Washington, DC | | |
| | with comprehensive services, including food, clothing, medical care, and legal and social | | |
| Bread for the City | services, in an atmosphere of dignity and respect. | http://www.breadforthecity.org/ | 202.265.2400 |
| Calvary Women's Shelter | Shelter for homeless women | http://calvaryservices.org | (202) 678-2341 |
| | Catholic Charities assists individuals and families in need, especially those who are most | | |
| | vulnerable. We believe in helping people develop the skills and strength to move from | | |
| Catholic Charities | crisis or isolation to stability and growth. | http://www.catholiccharitiesdc.org/ | 202-772-4300 |
| | Our Mission: Community of Hope creates opportunities for low-income families in | | |
| | Washington, DC, including those experiencing homelessness, to achieve good health, a | | |
| Community of Hope | stable home, family-sustaining income, and hope. | https://www.communityofhopedc.org | 202-526-0017 |
| | The purpose of the Coalition is to assist individuals and families in the District of | | |
| | Columbia who have become homeless to fulfill their potential for economic self- | | |
| DC Coalition for the Homeless | sufficiency. | http://www.dccfh.org/ | 202- 347-8870 |
| | The Interagency Council on Homelessness (ICH) is a group of cabinet-level leaders, | | |
| | providers of homeless services, advocates, homeless and formerly homeless leaders | | |
| | that come together to inform and guide the District's strategies and policies for meeting | | |
| DC Interagency Council on | the needs of individuals and families who are homeless or at imminent risk of becoming | | |
| Homelessness | homeless in the District of Columbia. | http://ich.dc.gov/ | 202-727-7973 |
| | The mission of Eyes Wide Open Mentoring (EWOM) is to empower homeless youth to | | |
| | rise above their immediate circumstances and take the steps necessary to ensure | | |
| | successful futures. EWOM believes that the best way a homeless child can do this is | | |
| | with the help of a caring and committed adult mentor. EWOM serves homeless and | | |
| | transitioning youth exclusively with an innovative model designed to address the | | |
| Eyes Wide Open Mentoring | unique challenges that homelessness poses. | http://www.ewomentoring.org/ | |
| | Our mission is to empower individuals and families experiencing or at risk of | | |
| | homelessness to rebuild their lives with the involvement of the community. Our vision | | |
| Friendship Place | is a DC community and a nation in which every person has a place to call "home." | http://friendshipplace.org | (202) 364-1419 |
| | The Office of LGBTQ Affairs works in collaboration with an Advisory Committee, | | |
| | appointed by the Mayor, to define issues of concern to the LGBTQ community and find | | |
| Mayor's Office of GLBT Affairs | innovative ways of utilizing government resources to help address these issues. | http://lgbtq.dc.gov/ | (202) 727-9493 |

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| | Miriam's Kitchen is a 501 (c) 3 non-profit organization founded in 1983 in response to | | |
|------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| Miriam's Kitchen | an urgent need for services for the homeless in downtown Washington, DC. | https://miriamskitchen.org/ | (202) 452-8926 |
| | N Street Village is a community of empowerment and recovery for homeless and low- | | |
| | income women in Washington, D.C. With comprehensive services addressing both | | |
| | emergency and long-term needs, we help women achieve stability and make | | |
| | meaningful gains in their housing, income, employment, mental health, physical health, | | |
| N Street Village | and addiction recovery. | www.nstreetvillage.org | (202)939-2076 |
| | The nation's leading organization advocating at the federal level to educate the public | | |
| National Network for Youth | and policymakers about the needs of homeless and disconnected youth. | http://nn4youth.org | 202-783-7949 |
| | Sasha Bruce Youthwork (SBY) improves the lives of homeless, runaway, abused and | | |
| | neglected youth and their families in the Washington DC area. This year marked our | | |
| | Ruby Anniversary. For four decades, we've reunited more than 13,000 homeless youth | | |
| Sasha Bruce | with strengthened families. | http://sashabruce.org | 202-547-7777 |
| | SOME (So Others Might Eat) is an interfaith, community-based organization that exists | | |
| | to help the poor and homeless of our nation's capital. We meet the immediate daily | | |
| | needs of the people we serve with food, clothing, and health care. We help break the | | |
| | cycle of homelessness by offering services, such as affordable housing, job training, | | |
| | addiction treatment, and counseling, to the poor, the elderly and individuals with | | |
| So Others Might Eat | mental illness. | http://some.org/ | 202-797-8806 |
| | Thrive DC works to prevent and end homelessness in Washington, DC by providing | | |
| | vulnerable people with a wide range of services to help stabilize their lives. Founded in | | |
| | 1979 to serve dinner to homeless women, Thrive DC has grown to be a comprehensive, | | 202-737-9311 |
| | professionally staffed, bilingual organization serving more than 2,000 men, women, and | | |
| Thrive DC | children each year. | http://www.thrivedc.org/ | |
| | Transitional Housing Corporation (THC) is a nonprofit that provides housing and | | |
| Transitional Housing | comprehensive support services to homeless and at-risk families so that they can | | 202.291.5535 |
| Corporation | transform their own lives. | http://thcdc.org/ | |
| | The Virginia Williams Family Resource Center (VWFRC) is the central resource center for | | |
| Virginia Williams Family | homeless families with minor and/or dependent children that are experiencing housing | | |
| Resource Center - Central | instability in the District. The mission of VWFRC, in collaboration with the community, is | | |
| Resource Center for Homeless | to help create lasting solutions for families experiencing housing instability through self- | http://www.dccfh.org/programs/housing/virgin | |
| Families | sufficiency planning, goal setting and goal achievement. | ia-williams-family-resource-center | 202-526-0017 |

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| | The Washington Legal Clinic for the Homeless envisions a just and inclusive community | | |
|---------------------------------|-----------------------------------------------------------------------------------------|---------------------|----------------|
| Washington Legal Clinic for the | for all residents of the District of Columbia, where housing is a human right and where | | |
| Homeless | every individual and family has equal access to the resources they need to thrive. | www.legalclinic.org | (202) 328-5500 |

Language Access





| Organization Name | Description | Contact | |
|------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| | CentroNía is a multicultural learning community with a pioneering approach to bilingual | | |
| | education. Children build bilingual literacy skills and teens experiment in music with | | |
| | artists-in-residence. Studio R.O.C.K.S. (Reading, Outdoors, Creativity, Knowledge, Self- | | |
| | Discovery) is a before- and afterschool program that weaves together academics, | | |
| CentroNía | drama, music, dance, chess, fine arts, photography and technology. | http://www.centronia.org/ | 202.332.4200 |
| | Dance Place teaches students to be a vital part of their surrounding communities and | | |
| | the world at large by providing homework assistance, teaching math and building | | |
| | language skills. They also facilitate art projects that bolster creative exploration through | | |
| Dance Place | cultural discussions and field trips, community service activities and dance. | http://www.danceplace.org/ | 202.269.1600 |
| | The D.C. Language Access Coalition is an alliance of 25 community-based and civil rights | | |
| | organizations that came together in 2002 to ensure that all immigrants in the District of | | |
| | Columbia with limited or no English proficiency (LEP/NEP) have access to public | | |
| DC Language Access Coalition | services, programs, and activities. | http://www.dclanguageaccess.org/ | 202-621-0001 |
| | The Language Access (LA) Program exists to ensure District residents who are limited or | | |
| | non-English proficient are afforded equal access to information and services provided | | |
| | by the District. Residents who speak little English must be offered interpretation | | |
| DCPS - Language Access | services and/or translated documents when obtaining government services, as required | http://dcps.dc.gov/service/language-access- | |
| Program | by the Language Access Act of 2004. | program | 202-671-0754 |
| | An English language learner (ELL) student is defined as a linguistically and culturally | | |
| DCPS - Office of Bilingual | diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 | http://dcps.dc.gov/service/english-language- | |
| Education | on the ACCESS for ELLs™ test administered each year. | <u>learner-ell-support</u> | 202-671-0754 |
| | Through Spanish/English language writing workshops, the study of Latin American and | | |
| | Spanish playwrights and performing arts workshops, GALA promotes cultural literacy | | |
| | and community integration in an accessible environment, where students can | | |
| | experience live theater and expand their knowledge about the arts, history and issues | | |
| GALA Hispanic Theater | affecting their lives and communities. | http://www.galatheatre.org/ | 202.234.7174 |
| | Jumpstart is dedicated to ensuring that every child enters school prepared to succeed. | | |
| | To support this mission, college students and community volunteers work with | | |
| Howard University Jumpstart | preschool children, providing a full school year of individualized mentoring and tutoring. | | |
| Program | Jumpstart's research-based curriculum is focused on building language, literacy, social | http://www.jstart.org/ | 202.806.7748 |

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| | and emotional skills in preschool children. | | |
|----------------------------|------------------------------------------------------------------------------------------|----------------------------------------------|--------------|
| | Joe's Den Before and Aftercare is an enrichment tutorial program for students ages 3— | | |
| | 10. Joe's Den offers: tutoring, dance programs, yoga, golf, tennis, basic sign language | | |
| | and outside play. Joe's Den encourages self-esteem by developing high achievers for | | |
| Joe's Den | the future. | | 240.401.4057 |
| | Children climb the Language Stars Learning Ladder, building valuable foreign language | | |
| | skills with each step up. Their full immersion programs engage, entertain and educate, | | |
| | entirely in the foreign language. Children learn to communicate actively in age- | | |
| | appropriate groups of 4–8 children. Summer programs provide increased language | | |
| | exposure through a variety of fun outdoor and indoor activities to reinforce the | | |
| Language Stars | language. | | 703.599.3522 |
| | The Language Access (LA) Program exists to ensure District residents who are limited or | | |
| | non-English proficient are afforded equal access to information and services provided | | |
| | by the District. Residents who speak little English must be offered interpretation | | |
| | services and/or translated documents when obtaining government services, as required | | |
| | by the Language Access Act of 2004. The LA Program staff engages in extensive | | |
| | community outreach, provide training and technical support to District agencies | | |
| | working with LEP/NEP residents, and measure the effectiveness of agencies in serving | | |
| | such populations by examining resource allocation and service delivery. | | |
| | Through its enforcement authority, the LA Program works under the auspices of OHR to | | |
| Office of Human Rights - | investigate complaints claiming access to information or government services were | http://ohr.dc.gov/service/language-access- | |
| Language Access Program | denied. | program | 202-727-4559 |
| | The purpose of the survey is to assist OSSE's efforts to better understand the needs of | | |
| OSSE - LEA/School Needs | LEAs regarding its program and services to ELs. Results from the needs assessment | | |
| Assessment: ESL/Bilingual | survey will provide valuable information that will help OSSE design and implement | http://osse.dc.gov/service/leaschool-needs- | |
| Education Program | targeted technical assistance and professional development sessions. | assessment-eslbilingual-education-program | 202-478-9220 |
| | An English language learner (ELL) student is defined as a linguistically and culturally | | |
| OSSE - Office of Bilingual | diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 | http://osse.dc.gov/service/english-language- | |
| Education | on the ACCESS for ELLs™ test administered each year. | learner-ell-support | 202-727-6436 |
| | Polite Piggy's Day Camp supports families of young children ages 3–7 through | | |
| Polite Piggy's Day Camp | comprehensive programming that incorporates physical fitness, the arts, inquiry-based | http://www.politepiggysdaycamp.com/ | 240.396.8957 |

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| | learning and foreign language, all through play. | | |
|-------------------|-----------------------------------------------------------------------------------------|--------------------------------|--------------|
| | By offering age-appropriate in-school Spanish language plays, Teatro de la Luna is able | | |
| | to support students academically, culturally and cross-culturally. The program exposes | | |
| | students to theater in Spanish, allows students to explore areas of cultural and ethnic | | |
| | heritages, provides positive Hispanic role models to students, develops cross-cultural | | |
| | understanding, provides students with a safe environment in which to explore self- | | |
| Teatro de la Luna | identity and engenders a life-long interest in live theater. | http://www.teatrodelaluna.org/ | 202.882.6227 |

LGBTQIA





| Organization Name | Description | Contact | |
|--------------------------------|--------------------------------------------------------------------------------------------|------------------------------------|------------------------|
| DC Center for the LGBT | The DC LGBT Center educates, empowers, celebrates, and connects the lesbian, gay, | | |
| Community, The | bisexual, and transgender communities. | http://www.thedccenter.org/ | 202-682-2245 |
| | The It Gets Better Project's mission is to communicate to lesbian, gay, bisexual and | | |
| | transgender youth around the world that it gets better, and to create and inspire the | | |
| It Gets Better Project | changes needed to make it better for them. | http://www.itgetsbetter.org/ | |
| | L.Y.F.E. (Leading Youth Forward Everyday) Mentors is an up and coming mentoring | | |
| | program aimed at LGBTQ identified youth aged 16-24. The main purpose of this program | | |
| | is to positively impact the lives of young members of the gay community and enrich the | | |
| | lives of older members of the community through the social interaction that takes place | | |
| LYFE Mentors | via mentoring. | https://lyfementors.wordpress.com/ | info@lyfementorsdc.org |
| | The Office of LGBTQ Affairs works in collaboration with an Advisory Committee, | | |
| | appointed by the Mayor, to define issues of concern to the LGBTQ community and find | | |
| Mayor's Office of GLBT Affairs | innovative ways of utilizing government resources to help address these issues. | http://lgbtq.dc.gov/ | (202) 727-9493 |
| | SMYAL supports and empowers lesbian, gay, bisexual, transgender, and questioning | | |
| | (LGBTQ) youth in the Washington, DC metropolitan region. Through youth leadership, | | |
| Sexual Minority Youth | SMYAL creates opportunities for LGBTQ youth to build self-confidence, develop critical | | |
| Assistance League | life skills, and engage their peers and community through service and advocacy. | http://smyal.org | 202-546-5940 |
| Trevor Project, The | A national 24-hour, toll free confidential suicide hotline for gay and questioning youth. | www.thetrevorproject.org | 866-488-7386 |
| Whitman Walker Clinic | Health and mental health services for gay, lesbian, bisexual, and transgender people | http://whitman-walker.org | 202-797-3500 |
| | Youth Pride Alliance is a 501 (c) 3 non-profit organization for Lesbian, Gay, Bisexual, | | |
| | Transgender, Queer, Questioning, and Ally youth empowerment to encourage positive | | |
| | self-development and expression, as well as leadership, while bridging diverse | | |
| Youth Pride Alliance | communities and individuals to address issues of visibility, equality, and social justice. | http://youthpridealliance.org/ | 202-387-4141 |

Literacy





| Organization Name | Description | Contact | |
|------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|--------------|
| | The Youth Writing and Dialogue Outreach workshops of the American Poetry Museum | | |
| | aim to increase literacy in youth ages 8–18. Workshops emphasize an appreciation for | | |
| | poetry and diversity, help to enhance reading and writing skills and expose participants | | |
| | to diverse perspectives through reading, writing, presenting and discussing works of | | |
| American Poetry Museum | American poetry. | http://www.americanpoetrymuseum.org/ | 202.249.0253 |
| | The CABEL Foundation provides financial literacy education and financial life skills to | | |
| | schools in the metro DC area. They conduct instruction in basic, intermediate and in- | | |
| | depth financial literacy, guiding students to make more responsible financial decisions | | |
| CABEL Foundation, Inc. | with regard to their personal finances and future. | http://www.cabelfoundation.org/ | 202.341.0667 |
| | Capitol Educational Support, Inc. (CES) is a 501(c) 3 nonprofit organization whose mission | | |
| | is to create community-based academic tutorial and social mentoring programs for | | |
| Capitol Educational Support | children throughout the United States. | http://ces.reachforit.org/ | 202-341-6070 |
| | The library provides environments that invite reading, learning and community | | |
| | discussion and equips people to learn all their lives, to embrace diversity and to build a | | |
| | thriving city. We are proud to be a recognized force in the community for engaging the | | |
| DC Public Library | mind, expanding opportunities and elevating the quality of life. | http://dclibrary.org | |
| | DC Reads seeks to combat education inequalities through literacy tutoring, mentoring | | |
| | and advocating for elementary students. Programming is focused on schools in Ward 7. | | |
| | Georgetown University students work to raise the literacy rates of the third grade to | | |
| | meet the standards of the District. In Grade 4-5 programming, they work to develop | | |
| | positive self-esteem and an awareness of careers and education opportunities while | | |
| | teaching literacy and writing to the students. Note: DC Reads is also offered by other | http://www.socialjustice.georgetown.edu/stu | |
| DC Reads | colleges and universities such as American University and Catholic University | dents/service/dcreads | 202.687.0821 |
| | Future Next programs consist of a core model of math, science and literacy. Students are | | |
| | guided through a structured curriculum, ensuring that they are challenged, building | | |
| | fundamental skills and gaining confidence and momentum along the way. Programs | | |
| | include academic and project-based classes, life skills classes and workshops, academic | | |
| | advising, homework help, college preparation, test taking preparation, application and | | |
| Future Next Corporation | essay writing, financial aid and community service projects. | http://www.futurenext.org/ | 301.643.4259 |
| Good Deed Before and | Good Deed's mission is to provide a high-quality program to young people in Grades PK- | | |
| Afterschool Learning Center, | 5 to enhance numeracy and literacy skills. They provide a safe, caring and fun learning | | 202.486.2650 |

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| LLC | environment while encouraging the youth's academic, physical and social development. | | |
|-----------------------------|----------------------------------------------------------------------------------------------|-----------------------------------|----------------------|
| | Jumpstart is dedicated to ensuring that every child enters school prepared to succeed. | | |
| | To support this mission, college students and community volunteers work with preschool | | |
| | children, providing a full school year of individualized mentoring and tutoring. | | |
| Howard University Jumpstart | Jumpstart's research-based curriculum is focused on building language, literacy, social | | |
| Program | and emotional skills in preschool children. | http://www.jstart.org/ | 202.806.7748 |
| | The Literacy Lab is a non-profit organization providing low-income children individualized | | |
| | reading instruction in order to improve their literacy, leading to greater success in school | | |
| Literacy Lab | and increased opportunities in life. | http://theliteracylab.org | 202-624-3041 |
| | Reach Education addresses the crisis in adolescent literacy using a unique three-pronged | | |
| | model based on leading research, which advocates the hiring and training of older | | |
| | students to tutor younger students. Students that serve as tutors are then compensated | | |
| Reach Education, Inc. | for their contributions. | http://www.reachincorporated.org/ | 215.205.9902 |
| | Our mission is to help children become lifelong readers by empowering communities to | | |
| | provide individualized instruction with measurable results. | | |
| Reading Partners DC | | http://readingpartners.org | 202-701-9110 |
| | Teaching for Change provides teachers and parents with the tools to create schools | | 800-763-9131 or 202- |
| Teaching for Change | where students learn to read, write and change the world. | http://www.teachingforchange.org/ | 588-7204 |

Mental Health





| Organization Name | Description | Contact | |
|--------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------|----------------------|
| | Break the Cycle's mission is to engage, educate and empower youth to build lives and | | |
| | communities free from domestic and dating violence. Our priorities are to educate teens | | |
| | and young adults about domestic violence, encourage youth activism, and advocate for | | |
| Break the Cycle | systemic change to increase and protect the rights of young people. | http://www.breakthecycle.org/ | 202-824-0707 |
| | CWLA leads and engages its network of public and private agencies and partners to | | |
| Child Welfare League of | advance policies, best practices and collaborative strategies that result in better | | |
| America | outcomes for children, youth and families that are vulnerable. | http://www.cwla.org/ | 202-688-4200 |
| | Crittenton Services delivers goal-setting programs that address key issues in the lives of | | |
| | teen women: pregnancy prevention, healthy relationships and teen parenting. By | | |
| | demystifying the key issues of health education, self-esteem, pregnancy, STI prevention | | |
| Crittenton Services of Greater | and the fundamentals of healthy relationships, Crittenton is creating stronger, healthier | | |
| Washington | communities in the Greater Washington area. | http://www.crittentonservices.org/ | 301.565.9333 |
| DC Alliance for Restorative | Our mission is to raise awareness around, advocate for, and support the integration of | https://www.facebook.com/DCAllianceForRes | |
| Practices, The | evidence-based restorative practices in the District of Columbia. | torativePractices | |
| | The DC Rape Crisis Center is a non-profit organization 501(c) 3 and the designated sexual | | |
| | assault coalition for the District of Columbia. DCRCC is one of the first rape crisis centers | | |
| | in the nation and has spent the past 43 years listening to the stories of survivors of | | |
| DC Rape Crisis Center | sexual assault. In our 43rd year, we are working to empower a culture of consent. | http://dcrcc.org/ | 202-232-0789 |
| | Our mission is to ensure the safety and self-determination of domestic violence survivors | | 202-879-0720 or 202- |
| DC SAFE | in Washington, DC through emergency services, court advocacy and system reform. | http://dcsafe.org/ | 561-3000 |
| | Fightlady Fitness introduces girls to the exercise of boxing, which will aid them in | | |
| | discipline, image enhancement, character building and healthy lifestyles. Fightlady | | |
| | provides education on boxing, diet, exercise, nutrition, weight discipline and health. It | | |
| | encourages and inspires females to realize their full potential in life and to pursue a | | |
| Fightlady Fitness | career in professional boxing industry or in a healthier way of living. | http://www.fightlady.org/ | 202.412.3339 |
| | GOTR uses the power of running to prepare and educate girls for a lifetime of self- | | |
| | esteem and healthy living. This includes empowering girls to avoid participation in at-risk | | |
| | activities, such as substance/alcohol use, eating disorders and the early onset of sexual | | |
| | activity, sedentary lifestyle, depression, suicide attempts and confrontations with the | | |
| Girls on the Run (GOTR) | juvenile justice system. | http://www.gotrdc.org/ | 202.258.7876 |
| La Clinica del Pueblo | Counseling and support for battered immigrant and Hispanic women | http://lcdp.org | 202-462-4788 |

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| | Kids + animals + academics = achievement and excitement. PAL Afterschool Program and | | |
|--------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------|--------------------|
| | Summer Camp (PAL Club) starts with students' natural affinity and curiosity for animals, | | |
| | mixes in committed and caring teachers and operates in close collaboration with the | | |
| | principal. People Animals Love works with the committed staff of Stanton Elementary to | | |
| | use best practices in afterschool and summer programming so kids excel—and have a | | |
| People Animals Love (PAL) | great time doing it. | http://www.peopleanimalslove.org/ | 202.966.2171 |
| | Prodigy is an afterschool program that promotes social and emotional development | | |
| | while addressing psychological and mental health issues that present major barriers to | | |
| | learning. The program provides peer group counseling to advance achievement, build | | |
| | student expectations for future success and increase social behavior and character | | |
| Prodigy Student Support | development. Prodigy develops youth who are empowered to embrace collective pride | | |
| Services | and individual purpose. | | 202.510.4192 |
| | RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual | | |
| | violence organization and was named one of "America's 100 Best Charities" by Worth | | |
| | magazine. RAINN created and operates the National Sexual Assault Hotline | | |
| | (800.656.HOPE and online.rainn.org) in partnership with more than 1,100 local sexual | | |
| Rape, Abuse, & Incest National | assault service providers across the country and operates the DoD Safe Helpline for the | | |
| Network | Department of Defense. | http://rainn.org | 800-656-HOPE(4673) |
| | Sasha Bruce Youthwork (SBY) improves the lives of homeless, runaway, abused and | | |
| | neglected youth and their families in the Washington DC area. This year marked our | | |
| | Ruby Anniversary. For four decades, we've reunited more than 13,000 homeless youth | | |
| Sasha Bruce | with strengthened families. | http://sashabruce.org | 202-547-7777 |
| | SOME (So Others Might Eat) is an interfaith, community-based organization that exists to | | |
| | help the poor and homeless of our nation's capital. We meet the immediate daily needs | | |
| | of the people we serve with food, clothing, and health care. We help break the cycle of | | |
| | homelessness by offering services, such as affordable housing, job training, addiction | | |
| So Others Might Eat | treatment, and counseling, to the poor, the elderly and individuals with mental illness. | http://some.org/ | 202-797-8806 |
| | The SoccerTots enrichment classes develop social skills and promote physical fitness in a | | |
| | structured and fun way. In addition, self-esteem and team building lessons help children | | |
| Soccer Tots | to be better attuned to the class room. | http://www.soccertotsdc.com/ | 202.550.2596 |
| Students Taking Charge (Action | The Take Charge Program offers pre-delinquent and delinquent prevention, intervention | | |
| for Healthy Kids) | and behavior modification services. Afterschool programming consists of life skills | http://www.takechargeprogram.org/ | 301.420.7395 |

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| | development, character building workshops and team sports. | | |
|------------------------------|-----------------------------------------------------------------------------------------|----------------------------|----------------|
| | Teens Count works with students, parents, families and high school administrators to | | |
| | organize unique fashion oriented programs. Teens Count allows for the learning and | | |
| | exploration of fashion through fun, adventurous, educational and culturally significant | | |
| | activities. The program builds skill and confidence on the runway, enhances total | | |
| | wellness and self-esteem, stresses the importance of fitness and nutrition and develops | | |
| Teens Count, Inc. | live performance techniques | http://www.teenscount.org/ | 202.413.2950 |
| | UPO offers afterschool programs that help students develop more positive attitudes | | |
| | towards learning. Children are taught using a model curriculum that supports children | | |
| | and families around five central areas: high quality academic enrichment, parent and | | |
| United Planning Organization | family involvement, civic engagement and social action, intergenerational development | | |
| (UPO) | and nutrition, health and mental health. | http://www.upo.org/ | 202.583.8650 |
| | Nonprofit counseling and psychological center for women, men, and families in the | | (202) 202 4590 |
| Woman's Center, The | Metropolitan Washington area. | http://thewomenscenter.org | (202) 293-4580 |

Mentoring / Tutoring





| Organization Name | Description | Contact | |
|--------------------------------|-------------------------------------------------------------------------------------------|--------------------------------|-----------------------|
| | 100 Black Men of Greater Washington improves the quality of life for African-Americans, | | |
| | particularly young males, through programs focusing on health and wellness, economic | | |
| 100 Black Men of Greater | empowerment and education. Tutoring programs emphasize math and reading for | | |
| Washington, DC | Grades 1–5 and help both students who are falling behind and those that are excelling. | http://www.100blackmendc.org/ | 202.289.8884 |
| | ACCESS Youth provides a range of programs and services for at-risk juveniles. Developing | | |
| | skills and fostering friendships, ACCESS Youth combines the benefits of mentorship and | | |
| ACCESS Youth | mediation in dynamic and engaging summer and after school programs. | http://www.accessyouthinc.org/ | (202) 652-0287 |
| | ACE provides mentors who guide students as they explore career opportunities in | | |
| | architecture, construction and engineering. Team activities include construction site | | |
| | tours, professional office visits, guided excursions to college campuses and hands-on | | |
| | projects designed to help students | | |
| ACE Mentoring Program | learn architecture, engineering and construction industry fundamentals. | http://www.acementor.org/ | 202.572.2500 |
| | Asian American LEAD provides enrichment and development programs to Asian | | |
| | American youth through one-on-one mentoring, academic support services, life-skills | | |
| | development and assistance to parents with school-related issues affecting their | | |
| | children. It provides a nurturing environment and culturally-sensitive guidance so each | | |
| Asian American LEAD | child will be a contributing member of the community. | http://www.aalead.org/ | 202.884.0322 ext. 109 |
| | Supports at-risk youth and families in Edgewood Terrace through educational, cultural, | | |
| Beacon House | and recreational programs. | www.beaconhousedc.org | 202-529-7376 |
| BEST Kids, Inc. | BEST Kids, Inc. provides one-on-one mentoring for youth in DC's child welfare system. | www.bestkids.org | (202) 397-2999 |
| Big Brother Big Sister of the | Provide children facing adversity with strong and enduring, professionally supported | | |
| National Capital Region | one-to-one relationships that change their lives for the better, forever. | www.bbbsnca.org | 202-328-7181 |
| | The mission of Boys & Girls Clubs of Greater Washington is to help boys and girls of all | | |
| Boys & Girls Clubs of Greater | backgrounds, especially those who need us most, build confidence, develop character | | |
| Washington | and acquire the skills needed to become productive, civic-minded, responsible adults. | http://www.bgcgw.org/ | 202-540-2300 |
| | The Boys to Men Mentoring Network of Greater Washington is a nonprofit organization | | |
| | created by men for the specific purpose of mentoring boys in the years of adolescence | | |
| Boys to Men Mentoring | through their passage into manhood. We believe it is the responsibility of the men in the | | |
| Network of Greater | community to guide our boys into integrity, accountability, emotional literacy, truth and | | |
| Washington | mission. | http://www.boystomengw.org/ | (619) 469-9599 |
| Capital Partners for Education | CPE provides high school and college students with a unique combination of one-on-one | http://www.cpfe.org/ | 202-682-6020 |

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| | mentoring, individualized staff support, college and career readiness programming, and | | |
|------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|----------------------|
| | academic financial assistance. | | |
| | Capitol Educational Support, Inc. (CES) is a 501(c) 3 nonprofit organization whose mission | | |
| | is to create community-based academic tutorial and social mentoring programs for | | |
| Capitol Educational Support | children throughout the United States. | http://ces.reachforit.org/ | 202-341-6070 |
| | The Colin Powell Leadership Club, which operates as a program of St. John's Episcopal | | |
| | Church, serves MacFarland Middle School students in grades 5–8. Mentors emphasize | | |
| | high expectations for academic and personal success and remind students that they have | | |
| | the potential to be great leaders and to make a difference in the world. Through | | |
| | activities and one-on-one tutoring in the classroom, students are given tools to succeed | | |
| Colin Powell Leadership Club | not only academically but also as leaders in their community. | http://www.stjohnsmclean.org/ | 703.356.4902 ext. 16 |
| | The Academic Mentoring Program matches students one-on-one with college-educated | | |
| College Bound: Academic | volunteers to strengthen the student's math, language arts, and social skills while | http://www.collegebound.org/academic- | |
| Mentoring Program | preparing them for the college journey. | mentoring-program/ | (202) 842-0858 |
| | Our Mission is to cultivate the character, scholarship, and social capital of 3rd – 8th | | |
| College Tribe | grade boys in Washington, DC. | http://collegetribe.org/ | 202-563-3420 |
| | Our mission is to o fill the void of positive black male role models in many communities | | |
| | by providing mentors and programs that affirmed the care and discipline that all youth | | |
| Concerned Black Men, Inc. | need, while providing opportunities for academic and career enrichment. | www.cbmdc.org | (202) 797-7444 |
| | DC Reads seeks to combat education inequalities through literacy tutoring, mentoring | | |
| | and advocating for elementary students. Programming is focused on schools in Ward 7. | | |
| | Georgetown University students work to raise the literacy rates of the third grade to | | |
| | meet the standards of the District. In Grade 4-5 programming, they work to develop | | |
| | positive self-esteem and an awareness of careers and education opportunities while | | |
| | teaching literacy and writing to the students. Note: DC Reads is also offered by other | http://www.socialjustice.georgetown.edu/stu | |
| DC Reads | colleges and universities such as American University and Catholic University | dents/service/dcreads | 202.687.0821 |
| | Non-profit organization that promotes children's literacy by pairing students with | | |
| Everybody Wins DC! | reading mentors. | www.everybodywinsdc.org | (202) 216-9467 |
| | TFS's afterschool programming helps students achieve academic success by providing | | |
| | them with supplemental academic instruction (especially in math and reading), targeted | | |
| | tutoring, homework assistance, test preparation, life skills training and recreation and | | |
| Fishing School, The (TFS) | cultural enrichment. The TFS mission is to provide a safe haven, caring adults and | http://www.fishingschool.org/ | 202.399.3618 |

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| | academic support for vulnerable children and youth (ages 6–12), empowering them to | | |
|-----------------------------|-------------------------------------------------------------------------------------------|------------------------------------|------------------------|
| | open doors to limitless possibilities. | | |
| | FLOC has two primary programs serving DCPS youth. The Neighborhood Tutoring | | |
| | Program provides one-on-one tutoring to help students in grades 1-12 achieve grade- | | |
| | level competency in reading and math. The Scholars Program helps students in grades 6- | | |
| | 12 and beyond to gain the skills they need to graduate from high school, pursue higher | | |
| | education and achieve career success. The program includes academic and project-based | | |
| | workshops, academic advising, homework help, college application and financial aid | | |
| For the Love of Children | support and service-learning projects. | http://www.floc.org/ | 202.462.8686 |
| | The Future Project unites passionate, driven college students, graduate students and | | |
| | young professionals with local high school students for a guided, year-long adventure. | | |
| | Future Coaches (volunteers) and Future Fellows (high school students) meet each week | | |
| | to explore themselves and their communities and take on team challenges that build | | |
| | leadership, expression and creative thinking skills. Over the course of the year, fellows | | |
| Future Project, The | design and execute a Future Project that dares them to do the impossible. | http://www.thefutureproject.org/ | 202.494.6004 |
| | Girls Inc. provides an afterschool program at Howard University for middle school girls. | | |
| | The program includes tutoring, homework support, mentoring, computer applications, a | | |
| | Robotics Team and a variety of platforms that address personal growth, pre-college | | |
| Girls Inc. | readiness and leadership development. | http://www.girlsincdc.org/ | 202.806.7938 |
| | Higher Achievement closes the opportunity gap during the pivotal middle school years. | | |
| | By leveraging the power of communities, Higher Achievement's proven model provides a | | |
| | rigorous year-round learning environment, caring role models, and a culture of high | | |
| | expectations, resulting in college-bound scholars with the character, confidence, and | | |
| Higher Achievement Program | skills to succeed. | http://www.higherachievement.org/ | 202.544.3633 |
| | Hubbard Place provides educational, cultural and recreational opportunities to youth, | | |
| | teens, adults and seniors. These after school tutoring and enrichment programs include | | |
| | GED study and job skills training, health and wellness workshops, computer literacy | | |
| Hubbard Place Urban Village | classes, English as a Second Language and financial literacy education. | http://www.hubbardplace.org/ | 202.387.1919 |
| | L.Y.F.E. (Leading Youth Forward Everyday) Mentors is an up and coming mentoring | | |
| | program aimed at LGBTQ identified youth aged 16-24. The main purpose of this program | | |
| | is to positively impact the lives of young members of the gay community and enrich the | | |
| LYFE Mentors | lives of older members of the community through the social interaction that takes place | https://lyfementors.wordpress.com/ | info@lyfementorsdc.org |

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| | via mentoring. | | |
|-----------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| | The Marion Barry Youth Leadership Institute (MBYLI) was founded in 1979 as a year- | | |
| | round program to train District of Columbia youth in the concepts of leadership and self- | | |
| Mayor's Youth Leadership | development. The MBYLI training model emphasizes practical, hands-on experience and | http://does.dc.gov/service/marion-barry- | |
| Institute | a holistic approach to developing leaders for the 21st century. | youth-leadership-institute | (202) 698-3991 |
| | A private, nonprofit organization that pairs Washington, DC public high school students | | |
| Mentors Inc. | with trained adult mentors. | http://mentorsinc.org | 202-783-2310 |
| | Saving Lives and Minds (SLAM) is an afterschool program that enhances the academic | | |
| | and social development of children by providing homework assistance, reading and math | | |
| | instruction, test taking skills and enrichment activities that center on improving | | |
| | standardized test scores, promoting higher achievement and encouraging the pursuit of | | |
| | higher education. Specific activities include: science and environmental experiments, | | |
| National Organization of | dance, poetry, quilting, American Sign Language, health and nutrition, life skills, rugby | | |
| Concerned Black Men | and cultural enrichment excursions | http://www.cbmnational.org/ | 202.783.0101 |
| | Paxen Learning's educational program, About Face, provides training in areas involving | | |
| | key academic, life and career skills. It helps youth improve study skills and academic | | |
| | performance, develop life skills and employability skills, receive supportive services and | | |
| Paxen Learning Corporation | exposure to positive role models. | http://www.paxen.com/ | 202.210.2210 |
| | Peace Doves Montessori provides tutoring services to DCPS students in Grades K–3. They | | |
| | use Montessori based hands-on lessons to strengthen math and reading skills while | | |
| | helping students with homework. They also provide health and wellness classes (dance) | | |
| Peace Doves Montessori | and arts and crafts. | http://www.peacedovesmontessori.com/ | 202.906.9157 |
| | Reach Education addresses the crisis in adolescent literacy using a unique three-pronged | | |
| | model based on leading research, which advocates the hiring and training of older | | |
| | students to tutor younger students. Students that serve as tutors are then compensated | | |
| Reach Education, Inc. | for their contributions. | http://www.reachincorporated.org/ | 215.205.9902 |
| | DPR's mission is to enhance the quality of life and wellness for DC residents and visitors | | |
| Southeast Tennis & Learning | by providing equal access to affordable and quality recreational services by organizing | http://app.dpr.dc.gov/dprmap/details.asp?cid | |
| Center | programs, activities and events. | <u>=44</u> | (202) 645-6242 |
| | Super Leaders, Inc. is a middle and high school leadership, mentoring and drug | | |
| | prevention program for at-risk but talented students. The program is based on the | | |
| Super Leaders, Inc. | traditional values of honesty and respect with a focus on positive peer leadership, group | http://www.super-leaders.com/ | 202.409.7972 |

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| | support and self-empowerment. Super Leaders identifies and trains a team of students | | |
|------------------------------|-------------------------------------------------------------------------------------------|----------------------------------|--------------|
| | in selected schools to resist the negative pressures they experience in their homes, | | |
| | schools and neighborhood environments. | | |
| | Upward Bound motivates and supports students from disadvantaged backgrounds, | | |
| | assisting them through the pipeline from high school to college. It provides supplemental | | |
| | education, extracurricular resources and opportunities for low income, potential first | | |
| Upward Bound Program, | generation college students to facilitate their matriculation into a post-secondary | | |
| George Washington University | institution. | http://www.gwumc.edu/upwardbound | 202.994.7250 |

Nutrition





| Organization Name | Description | Contact | |
|------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------|----------------------|
| | Brainfood uses food and cooking as tools to promote healthy living in a fun, creative and | | |
| | safe environment. Its afterschool program helps teens learn about food, nutrition, | | |
| | cooking and jobs in the food industry by participating in activities, restaurant visits and | | |
| Brainfood | by cooking with guest chefs. | http://www.brain-food.org/ | 202.667.5515 |
| | The mission of Bread for the City is to provide vulnerable residents of Washington, DC | | |
| | with comprehensive services, including food, clothing, medical care, and legal and social | | |
| Bread for the City | services, in an atmosphere of dignity and respect. | http://www.breadforthecity.org/ | 202.265.2400 |
| | With the assistance of a volunteer Chef instructor, Capital Area Food Bank offers a | | |
| | Cooking Matters program that teaches hands on meal preparation, nutrition and food | | |
| | budgeting. Participants receive recipes and a bag of groceries each week so they can | | |
| | practice what they learned at home. The mission of the Food bank is to empower | | |
| | families at risk of hunger with the knowledge, skills, and confidence to prepare healthy, | | |
| Capital Area Food Bank | affordable meals. | http://www.capitalareafoodbank.org/ | 202.644.9827 |
| | The Greater Washington Fields of Dreams is an afterschool program focused on | | |
| | homework assistance, academic enrichment, nutrition awareness, character education | | |
| | and baseball instruction. They provide programs at Ludlow Taylor ES, Kimball ES and | | |
| | Moten @ Wilkinson ES, Turner @ Green ES, Simon ES, Malcolm X ES, Johnson MS and | | |
| Field of Dreams | Sousa MS. | http://www.fieldofdreamsdc.org/ | 202.331.1550 ext. 14 |
| | Fightlady Fitness introduces girls to the exercise of boxing, which will aid them in | | |
| | discipline, image enhancement, character building and healthy lifestyles. Fightlady | | |
| | provides education on boxing, diet, exercise, nutrition, weight discipline and health. It | | |
| | encourages and inspires females to realize their full potential in life and to pursue a | | |
| Fightlady Fitness | career in professional boxing industry or in a healthier way of living. | http://www.fightlady.org/ | 202.412.3339 |
| | The mission of Food & Friends is to foster a community caring for men, women and | | |
| | children living with HIV/AIDS, cancer and other life-challenging illnesses by preparing and | | |
| Food & Friends | delivering specialized meals and groceries in conjunction with nutrition counseling. | http://www.foodandfriends.org/ | 202-269-2277 |
| | Food for Fuel, together with International Fitness Diplomats, develops student athletes | | |
| | both mentally and physically by offering advice and programs about food choices. | | |
| | International Fitness Diplomats' nutrition programs focus on food consumption: why we | | |
| | eat, what we eat, how it affects the body and the economic impact. This program also | http://www.internationalfitnessdiplomats.co | |
| Food for Fuel | offers an interactive computer program to further illustrate how the body responds to | <u>m/</u> | 202.332.5503 |

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| | certain foods | | |
|------------------------------|-------------------------------------------------------------------------------------------|----------------------------------|--------------|
| | Healthcorps is a proactive health program fighting the obesity crisis by getting students | | |
| | to take charge of their health. The HealthCorps curriculum is composed of three sections | | |
| | aimed at educating students and providing a relevant view of the important role health | | |
| Healthcorps | plays in their lives. | http://www.healthcorps.net/ | 212.742.2875 |
| | IWF focuses on reducing childhood obesity in DC Public Schools. This is done using an | | |
| | interdisciplinary WELLKIDS Program for elementary school students. Each program is | | |
| Infinity Wellness Foundation | based off of a Total Wellness Model, allowing students to learn different ways to become | | |
| (IWF) | more active, healthy and improve their lifestyle skills. | http://www.infinitywellness.org/ | 847.971.8994 |
| | Kid Power provides academic, artistic, nutritional and service-learning opportunities for | | |
| | youth in under-served neighborhoods in DC. Kid Power's mission is to empower youth to | | |
| | become informed and engaged advocates for change in their own lives and in their | | |
| | communities. Kid Power provides one hour of rigorous academics daily, after which | | |
| | youth engage in a variety of enrichment activities including art, dance, drama, yoga, | | |
| Kid Power | skating, poetry, cooking/gardening, and other exciting activities. | http://www.kidpowerdc.org/ | 202.383.4543 |
| | Martha's table has worked to build a better future for children, their families, and many | | |
| | neighbors in Washington, DC by increasing access to healthy starts, healthy eating, and | | |
| | healthy connections. They address emergency needs with food and clothing programs, | | |
| | and work to assist children and families as they break the cycle of poverty through | | |
| Martha's Table | education and family support services. | http://marthastable.org/ | 202-328-6608 |
| | The MEND Foundation inspires children to lead and sustain fitter, healthier and happier | | |
| | lives. MEND empowers 7-13 year olds to maintain a healthy weight by helping families | | |
| | change unhealthy attitudes about food and activity (Mind), keep physically active | | |
| | (Exercise), learn how to choose foods that are healthy, tasty and nutritious (Nutrition) | | |
| MEND Foundation | and take action to maintain a healthy lifestyle for life. | http://www.mendfoundation.org/ | 201.248.9724 |
| | Saving Lives and Minds (SLAM) is an afterschool program that enhances the academic | | |
| | and social development of children by providing homework assistance, reading and math | | |
| | instruction, test taking skills and enrichment activities that center on improving | | |
| | standardized test scores, promoting higher achievement and encouraging the pursuit of | | |
| | higher education. Specific activities include: science and environmental experiments, | | |
| National Organization of | dance, poetry, quilting, American Sign Language, health and nutrition, life skills, rugby | | |
| Concerned Black Men | and cultural enrichment excursions | http://www.cbmnational.org/ | 202.783.0101 |

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| | SOME (So Others Might Eat) is an interfaith, community-based organization that exists to | | |
|---------------------|------------------------------------------------------------------------------------------|------------------|--------------|
| | help the poor and homeless of our nation's capital. We meet the immediate daily needs | | |
| | of the people we serve with food, clothing, and health care. We help break the cycle of | | |
| | homelessness by offering services, such as affordable housing, job training, addiction | | |
| So Others Might Eat | treatment, and counseling, to the poor, the elderly and individuals with mental illness. | http://some.org/ | 202-797-8806 |

Other





Parent/Family Engagement





| Organization Name | Description | Website | Contact Information |
|---------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------|
| | The mission of Advocates for Justice and Education is to educate parents, youth and | | |
| | community about the laws governing public education, specifically for children with | | |
| Advocates for Justice and | special needs. We seek to empower youth and parents to be effective advocates on | | |
| Education | behalf of their children to ensure that they receive an appropriate education | http://www.aje-dc.org/ | (202) 678-8060 |
| | Direct care services for children include four Family Homes in the District, and a Foster | | |
| | Family ServicesSM program that places children of all ages in safe homes in the | | |
| | community. The site also offers In-Home Family ServicesSM, and Community Support | | |
| | ServicesSM, which focus on providing Common Sense Parenting® classes that help | | |
| | parents expand and improve their child-rearing skills. These services and programs | http://www.boystown.org/locations/washingto | |
| Boys Town Washington, DC | touch the lives of 6,200 children and families in the District of Columbia each year. | <u>n-dc</u> | 202-832-7343 |
| | Catholic Charities assists individuals and families in need, especially those who are most | | |
| | vulnerable. We believe in helping people develop the skills and strength to move from | | |
| Catholic Charities | crisis or isolation to stability and growth. | http://www.catholiccharitiesdc.org/ | 202-772-4300 |
| | A non-profit social service agency that provides services and programs directly to | | |
| Center for Child Protection and | children and families and also provides professional training on various child welfare | | |
| Family Support | issues. | http://centerchildprotection.org | (202) 544-3144 |
| | At City Year, we're working to bridge the gap in high-poverty communities between the | | |
| | support that students actually need, and what their schools are designed and resourced | | |
| | to provide. In doing so, we're helping to increase graduation rates across the country, | | |
| City Year DC | and changing the lives of the students we serve. | http://cityyear.org/dc | 202-776-7780 |
| | Our mission is to build strong sustainable families and neighborhoods through family | | |
| | support services, training, advocacy, community capacity building, and economic | | |
| Collaborative Solutions for | development. Our vision is to empower urban neighborhoods to become environments | | |
| Communities | where families and youth flourish. | http://wearecsc.org/ | 202-518-6737 |
| Communities in Schools DC | Communities In Schools is the largest, most effective dropout prevention organization | | 202-333-2277 or 202- |
| (Nation's Capital) | dedicated to keeping kids in school and helping them to succeed. | http://cisnationscapital.org | 563-5788 |
| DC Department of Health - | | | |
| Community Health | DOH operates a number of programs to ensure that infants, children and teens are | | |
| Administration (Infants, | equipped with the necessary tools and services to make them successful at home, in | | |
| Children, Teens and School | school, and in their communities. Please follow the program links below for more | http://doh.dc.gov/service/infants-children- | |
| Health) | information on DOH's programs serving DC's infants, children and teens. | teens-and-school-health | 202-442-5925 |

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| DC Department of Human | | | |
|---------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| Services - Family Services | The agency provides protection, intervention and social services to meet the needs of | | |
| Administration | vulnerable adults and families to help reduce risk and promote self-sufficiency. | http://dhs.dc.gov/service/family-services | 202-671-4200 |
| DC Promise Neighborhood | To support all members of the Kenilworth-Parkside community in improving the quality | | |
| Initiative | of their own lives and inspiring positive change in their neighborhood. | http://dcpni.org | 202-288-4435 |
| | The Office of Family and Public Engagement and the Office of Teaching and Learning | | |
| | collaborated to create grade specific Parent Guides. These guides give you the tools | | |
| DCPS Parent Curriculum | you need to support your child's learning at home. In this booklet, you'll find strategies | | |
| Guides | based on the DCPS curriculum to help your child meet his or her learning goals. | http://dcps.dc.gov/node/1114421 | (202) 442-5885 |
| | Our Purpose: To ensure that every DCPS school provides a world-class education that | | |
| | prepares ALL of our students, regardless of background or circumstance, for success in | http://dcps.dc.gov/page/parent-resources- | |
| DCPS Parent Resources | college, career and life. | family-community | (202) 442-5885 |
| | We're committed to helping all students become successful adults holding good jobs, | | |
| | living independently and engaging in the community. An important component of | | |
| DCPS Special Education | achieving these goals is ensuring that our schools are inclusive schools that can serve | http://dcps.dc.gov/page/special-education- | |
| Resources for Parents | the needs of all our students. | resources-parents | (202) 442-5885 |
| | The mission of East River Family Strengthening Collaborative, Inc. (ERFSC) is to | | |
| East River Family Strengthening | empower families, youth, seniors and communities to become more self-sufficient | | |
| Collaborative | through integrated and collaborative community based services. | http://www.erfsc.org/ | 202-397-7300 |
| | Their mission is to strengthen families and build vibrant communities in Wards 5 and 6 | | |
| | in Washington, D.C., through the fostering and creating neighborhood based support | | |
| Edgewood/Brookland Family | networks that promote healthy families, safe neighborhoods and a thriving city for all | | |
| Support Collaborative | residents. | http://ebfsc.org/ | 202-832-9400 |
| Family Place, The | Day center for pregnant/parenting women and their children; offers support groups | www.thefamilyplacedc.org | 202-265-0149 |
| | The Far Southeast Family Strengthening Collaborative, Inc. © is a unique private non- | | |
| | profit, grass-roots organization serving children and families in the Ward 8 community. | | |
| | As we value the relationship of the family, it is our goal to assist, nurture, support, and | | |
| Far Southeast Family | sustain relationships within and around the community that positively impact the | | |
| Strengthening Collaborative | family. | http://www.fsfsc.org/ | 202-889-1425 |
| | Since our beginnings in DC, Flamboyan has worked to develop the capacity of educators | - | |
| | to partner effectively with families so that children succeed. Transformation happens | http://flamboyanfoundation.org/focus/family- | |
| Flamboyan Foundation | when teachers reach out to establish trust, build relationships, and partner with | engagement/ | 202-315-2410 |

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| | families to support children's academic progress | | |
|---------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------|--------------|
| | The Foster & Adoptive Parent Advocacy Center (FAPAC) gives critical support to the | | |
| | foster, kinship, and adoptive families who care for children in the District of Columbia's | | |
| | child welfare system. FAPAC's mission is to significantly improve the lives of children in | | 202 200 0444 |
| | the District of Columbia child welfare system by empowering their foster, kinship, and | | 202-269-9441 |
| Foster & Adoptive Parent | adoptive parents to advocate for their children's needs and ensuring the inclusion of | | |
| Advocacy Center | those perspectives at every relevant table. | http://www.dcfapac.org | |
| | The Georgia Avenue Family Support Collaborative (GAFSC) was formed in 1998 when | | |
| | two organizations, Lutheran Social Services and the Urban Family Institute, reached out | | |
| | to residents and churches in Ward 4 and Ward 1 to respond to the needs of at-risk | | |
| Georgia Avenue Family Support | families and children. The Collaborative currently serves families, caretakers, children | | |
| Collaborative | and youth living in any part of Ward 4. | http://gafsc-dc.org/ | 202-722-1815 |
| Healthy Families-Thriving | | | |
| Communities Collaborative | The Healthy Families/Thriving Communities Collaborative Council integrates services at | | |
| Council | the neighborhood level to meet the needs of DC families. | http://dccollaboratives.org | 202-299-0900 |
| | Martha's table has worked to build a better future for children, their families, and many | | |
| | neighbors in Washington, DC by increasing access to healthy starts, healthy eating, and | | |
| | healthy connections. They address emergency needs with food and clothing programs, | | |
| | and work to assist children and families as they break the cycle of poverty through | | |
| Martha's Table | education and family support services. | http://marthastable.org/ | 202-328-6608 |
| | The National Association of Parents with Children in Special Education (NAPCSE) is a | | |
| | national membership organization dedicated to rendering all possible support and | | |
| National Association of Parents | assistance to parents whose children receive special education services, both in and | | |
| with Children in Special | outside of school. NAPCSE was founded for parents with children with special needs to | | |
| Education | promote a sense of community and provide a national forum for their ideas. | http://www.napcse.org/ | |
| | TNYP offers opportunities for interaction between students, parents and teachers | | |
| | through school and community-based events focused on reading, recreation, science | | |
| | and technology. The goal is to increase student/teacher interaction while having fun, | | |
| Next Year Project, The (TNYP) | demonstrating school pride and learning the value of a healthy lifestyle. | http://www.facebook.com/thenextyearproject | 202.829.3571 |
| | The Parent Toolkit will help you navigate your child's journey from pre-kindergarten | | |
| Parent Toolkit | through high school. It is designed to help you track and support progress at each stage. | http://www.parenttoolkit.com/ | |
| Parental Readiness and | The Parental Readiness and Empowerment Program (PREP) seeks to improve K-12 | http://www.parentalreadiness.org/ | |

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| Empowerment Program, The (PREP) | student performance, retention, and access to equal educational opportunities. We serve low-income and minority children in targeted communities by increasing parental engagement in education and ensuring that parents become successful advocates for their children. Our goal is for every child to have meaningful access to a quality | | |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------|
| | education. | | |
| | Transitional Housing Corporation (THC) is a nonprofit that provides housing and | | |
| Transitional Housing | comprehensive support services to homeless and at-risk families so that they can | | 202.291.5535 |
| Corporation | transform their own lives. | http://thcdc.org/ | |
| | Turning the Page links D.C. Public Schools, families and our communities so that, | | |
| | together, we can ensure D.C. students receive valuable educational resources and a | | |
| Turning the Page | high-quality public education. | http://turningthepage.org | 202-347-9841 |
| US Department of Education | ED's mission is to promote student achievement and preparation for global | http://www2.ed.gov/parents/landing.jhtml?src | 1-800-USA-LEARN (1- |
| Parent Resources | competitiveness by fostering educational excellence and ensuring equal access. | <u>=In</u> | 800-872-5327) |
| | The Virginia Williams Family Resource Center (VWFRC) is the central resource center for | | |
| Virginia Williams Family | homeless families with minor and/or dependent children that are experiencing housing | | |
| Resource Center - Central | instability in the District. The mission of VWFRC, in collaboration with the community, is | | |
| Resource Center for Homeless | to help create lasting solutions for families experiencing housing instability through self- | http://www.dccfh.org/programs/housing/virgin | |
| Families | sufficiency planning, goal setting and goal achievement. | ia-williams-family-resource-center | 202-526-0017 |

Public Schools – Public Charter Schools





| Organization Name | Description | Contact | |
|--------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| | Adult and Family Education is a federally established agency that: re-grants federal and | | |
| | local funds to eligible providers of adult education services; facilitates state leadership | | |
| | activities including professional development, technical assistance and monitoring; and, | | |
| DCPS - Adult and Family | maintains and reports state and local program performance, progress and outcome | | |
| Education | data. | http://dcps.dc.gov/afe | 202-741-5531 |
| | Ballou STAY's mission is to deliver a high-quality academic and career/technical | | |
| | program that will lead to a high school diploma or vocational certificate. Ballou STAY | | |
| | offers traditional and accelerated diploma programs in addition to GED Prep and | | |
| | External Diploma Programs. Ballou STAY also offers vocational programs such as | | |
| | automotive technology, barbering, cosmetology, Microsoft Office courses, and culinary | | |
| DCPS - Ballou STAY | arts. | http://balloustay.com | (202) 645-3390 |
| | The Language Access (LA) Program exists to ensure District residents who are limited or | | |
| | non-English proficient are afforded equal access to information and services provided | | |
| | by the District. Residents who speak little English must be offered interpretation | | |
| DCPS - Language Access | services and/or translated documents when obtaining government services, as required | http://dcps.dc.gov/service/language-access- | |
| Program | by the Language Access Act of 2004. | program | 202-671-0754 |
| | An English language learner (ELL) student is defined as a linguistically and culturally | | |
| DCPS - Office of Bilingual | diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 | http://dcps.dc.gov/service/english-language- | |
| Education | on the ACCESS for ELLs™ test administered each year. | <u>learner-ell-support</u> | 202-671-0754 |
| | The Office of Family and Public Engagement and the Office of Teaching and Learning | | |
| | collaborated to create grade specific Parent Guides. These guides give you the tools | | |
| DCPS Parent Curriculum | you need to support your child's learning at home. In this booklet, you'll find strategies | | |
| Guides | based on the DCPS curriculum to help your child meet his or her learning goals. | http://dcps.dc.gov/node/1114421 | (202) 442-5885 |
| | Our Purpose: To ensure that every DCPS school provides a world-class education that | | |
| | prepares ALL of our students, regardless of background or circumstance, for success in | http://dcps.dc.gov/page/parent-resources- | |
| DCPS Parent Resources | college, career and life. | <u>family-community</u> | (202) 442-5885 |
| DCPS - Roosevelt STAY | | http://rooseveltstay.org | (202) 576-8399 |
| | Our goal is to ensure that students and families in Washington, DC have access to | | |
| | quality public charter school education. We do that by setting tough academic | | |
| | standards, using a comprehensive charter application review process and effective | | |
| DC Public Charter School Board | oversight, providing meaningful support and actively involving parents, school leaders, | http://www.dcpcsb.org/ | 202-328-2660 |

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| | the community, and policy makers. | | |
|--------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------|-----------------|
| DC Public Charter School Board | | | |
| - Complaints and Concerns Line | To reach the hotline, please call (202)328-2660 | http://www.dcpcsb.org/contact-us | 202-328-2660 |
| | Our goal is to ensure that students and families in Washington, DC have access to | | |
| | quality public charter school education. We do that by setting tough academic | | |
| | standards, using a comprehensive charter application review process and effective | | |
| DC Public Charter School Board | oversight, providing meaningful support and actively involving parents, school leaders, | http://www.dcpcsb.org/report/special- | |
| Special Education | the community, and policy makers. | education | (202) 328- 2660 |
| | Each CAT coordinator is responsible for building and sustaining strategic relationships | | |
| | with key community stakeholders, specifically those who have been historically | | |
| | underrepresented in our decision-making process. The CAT is also responsible for | | |
| | assisting DCPS stakeholders in support of their access to information and resources | http://dcps.dc.gov/page/community-action- | |
| DCPS - Community Action Team | offered by DCPS and communicating emerging needs and trends back to DCPS. | <u>team</u> | 202-719-6613 |
| | To ensure that every DCPS school provides a world-class education that prepares ALL of | | |
| DCPS - District of Columbia | our students, regardless of background or circumstance, for success in college, career | | |
| Public Schools | and life. | http://dcps.dc.gov/ | 202-442-5885 |
| | The Office of Family and Public Engagement works to accelerate the rate of | | |
| DCPS - Office of Family and | achievement in DC Public Schools by investing families and the greater DC community in | http://dcps.dc.gov/page/family-and- | |
| Public Engagement | student and school success. | community-engagement | 202-719-6613 |
| | The Office of Special Education aspires to be recognized and respected as a leader in | | |
| | urban special education. We are determined to do whatever it takes to ensure that | | |
| DCPS - Office of Special | students with disabilities become successful adults holding good jobs, living | | |
| Education | independently and engaging in the community. | http://dcps.dc.gov/specialeducation | 202-442-4800 |

School Choice/Access





| Organization Name | Description | Contact | |
|-----------------------------|------------------------------------------------------------------------------------------|---------------------------|--------------|
| Center for Reinventing | The Center on Reinventing Public Education is a research and policy center at the | | |
| Education | University of Washington developing system wide solutions for K-12 public education. | http://www.crpe.org/ | 206-685-2214 |
| | To provide bridges of friendship and service for individuals and mission groups to | | |
| | understand and participate in the struggles and challenges of the disadvantaged or | | |
| City Gate | disenfranchised. | http://city-gate.org/ | 202-237-1799 |
| | DC School Reform Now is educating, organizing and advocating to build support for | | |
| DC School Reform Now | public education strategies that prepare kids to become college and career ready. | http://dcschoolreform.org | 202-315-2424 |
| | FOCUS has been the driving force in the DC public charter movement for nearly two | | |
| | decades, promoting the charter schools, defending their autonomy, pushing the | | |
| Friends of Choice in Urban | government to treat their students equitably, and generally keeping the way clear for | | |
| Public Schools (FOCUS) | charter school leaders to move their schools toward greater and greater success. | www.focusdc.org | 202-387-0405 |
| National Alliance of Public | We are working to grow the number of high-quality charter schools available to all | | |
| Charter Schools | families, especially those who do not have access to high-quality public schools. | www.publiccharters.org | 202-289-2700 |
| | Public Impact's mission is to dramatically improve learning outcomes for all children in | | |
| | the U.S., with a special focus on students who are not served well. Public Impact's work | | |
| | is designed to contribute to dramatic improvements in the quality of education and | | |
| Public Impact | related policy supports in the United States. | http://publicimpact.com | 919-240-7955 |
| | Stand for Children is an education advocacy organization devoted to improving public | | |
| Stand 4 Children | schools and closing the achievement gap. | http://stand.org | 781-891-1300 |

Special Education/Disability





| Organization Name | Description | Contact | |
|--------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|
| | The mission of Advocates for Justice and Education is to educate parents, youth and | | |
| | community about the laws governing public education, specifically for children with | | |
| Advocates for Justice and | special needs. We seek to empower youth and parents to be effective advocates on | | |
| Education | behalf of their children to ensure that they receive an appropriate education | http://www.aje-dc.org/ | (202) 678-8060 |
| | The DRLC is a two-semester clinic in which law students represent clients and their | | |
| | families in a variety of matters related to disability law and people with disabilities | | |
| | (both mental and physical). A significant focus of the DRLC is on examining | | |
| | circumstances in which clients with disabilities are wrongly assumed to lack physical or | | |
| | mental capacity to participate in society to the same extent as people without | | |
| | disabilities. The DRLC represents clients in special education matters in Washington, DC; | | |
| | admission/commitment cases (as either counsel or guardian ad litem) before the | | |
| | Mental Health and Mental Retardation Branch of the Family Court of DC Superior Court; | | |
| | cases arising under Titles I-III of the Americans with Disabilities Act, regarding | | |
| | discrimination on the basis of disability in employment, state and local services and | | |
| | public accommodations; grievance proceedings within the DC Department of Mental | | |
| American University Disability | Health; guardianship proceedings; transactional matters, such as home purchases and | https://www.wcl.american.edu/clinical/disabilit | |
| Rights Law Clinic | applications for 501 (c)(3) status; immigration matters; and so on. | <u>y.cfm</u> | 202-274-4000 |
| | Nonprofit corporation providing free legal services to children, families and foster | | |
| Children's Law Center | caregivers in the District of Columbia. | http://childrenslawcenter.org | 202-467-4900 |
| | DCASE is an alliance of nonpublic and charter schools that provide special education | | |
| DC Association for Special | services to students from the District of Columbia. Members are dedicated to improving | | |
| Education | educational opportunities for all DC students with disabilities. | http://dcase.org/ | 202-615-3070 |
| | Our goal is to ensure that students and families in Washington, DC have access to | | |
| | quality public charter school education. We do that by setting tough academic | | |
| | standards, using a comprehensive charter application review process and effective | | |
| DC Public Charter School Board | oversight, providing meaningful support and actively involving parents, school leaders, | http://www.dcpcsb.org/report/special- | |
| Special Education | the community, and policy makers. | education | (202) 328- 2660 |
| | The Co-op fills a unique community need in DC by working with teachers, school | | |
| | leaders, and across charter schools to improve educational services for students with | | |
| DC Special Education | disabilities. By pooling resources between independent charter schools, the Co-op also | | |
| Cooperative | acts as a "central office" for DCPCS spread throughout the city serving a diverse range | http://specialedcoop.org | 470-222-3309 |

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| | of students. | | |
|---------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------|----------------|
| | The Office of Special Education aspires to be recognized and respected as a leader in | | |
| | urban special education. We are determined to do whatever it takes to ensure that | | |
| DCPS - Office of Special | students with disabilities become successful adults holding good jobs, living | | |
| Education | independently and engaging in the community. | http://dcps.dc.gov/specialeducation | 202-442-4800 |
| | We're committed to helping all students become successful adults holding good jobs, | | |
| | living independently and engaging in the community. An important component of | | |
| DCPS Special Education | achieving these goals is ensuring that our schools are inclusive schools that can serve | http://dcps.dc.gov/page/special-education- | |
| Resources for Parents | the needs of all our students. | resources-parents | (202) 442-5885 |
| | The National Association of Parents with Children in Special Education (NAPCSE) is a | | |
| | national membership organization dedicated to rendering all possible support and | | |
| National Association of Parents | assistance to parents whose children receive special education services, both in and | | |
| with Children in Special | outside of school. NAPCSE was founded for parents with children with special needs to | | |
| Education | promote a sense of community and provide a national forum for their ideas. | http://www.napcse.org/ | |
| | The Office of Dispute Resolution within the Office of the State Superintendent of | | |
| OSSE - Office of Dispute | Education (OSSE) is responsible for the conduct of special education due process | http://osse.dc.gov/service/office-dispute- | |
| Resolution | hearings. | resolution-odr | 202-698-3819 |
| | OSSE's Division of Specialized Education (DSE) is responsible for overseeing the | | |
| | development and promulgation of state policy governing special education; monitoring | | |
| | LEAs for compliance with IDEA as well as other federal and local regulations and court- | | |
| | ordered consent decrees; allocation and administration of IDEA grant funds to LEAs and | | |
| OSSE - OSSE Specialized | other public agencies; provision of training and technical assistance to LEAs; and | http://osse.dc.gov/service/specialized- | |
| Education | investigation and resolution of state complaints relating to special education. | <u>education</u> | 202-741-0227 |
| | The mission of PACER Center (Parent Advocacy Coalition for Educational Rights) is to | | |
| | expand opportunities and enhance the quality of life of children and young adults with | | |
| Pacer Center | disabilities and their families, based on the concept of parents helping parents. | http://www.pacer.org/ | 1-800-537-2237 |
| | SchoolTalk is a DC-based non-profit organization that brings special education dispute | | |
| | prevention and early dispute resolution programs to DC schools. We work with school | | |
| | personnel and the parents or guardians of special education students to help ensure | | |
| | that everyone works collaboratively toward the goal of securing Free and Appropriate | | |
| School Talk | Public Education (FAPE) for students with disabilities. | www.schooltalkdc.org | 202-907-6887 |
| SpecialEducationGuide.com | Parents and educators know that children with special needs have gifts and talents—it's | http://www.specialeducationguide.com/ | |

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| | just a matter of unleashing their full potential, and making sure that their parents and | | |
|--------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------|-------------------|
| | teachers have the right information, tools and support to help them. That's where | | |
| | Special Education Guide comes in. We are your go-to resource for mastering the | | |
| | terminology, procedures and best practices in special education. | | |
| | UDC David A. Clarke School of Law students and faculty supervisors in the Juvenile and | | |
| Took-Crowell Institute for At- | Special Education Law Clinic provide representation in special education, school | | |
| Risk Youth | discipline, and exclusion cases. | http://www.law.udc.edu/?page=JuvenileClinic | 202-274-7314 |
| | University Legal Services is a private, non-profit organization that serves as the District | | |
| University Legal Services | of Columbia's federally mandated protection and advocacy system for the human, legal | | |
| Protection & Advocacy Program | and service rights of people with disabilities. | http://www.uls-dc.org/PAP.htm | jbrown@uls-dc.org |

Student Discipline/Juvenile Justice





| Organization Name | Description | Contact | |
|---------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------|--------------|
| | Nonprofit corporation providing free legal services to children, families and foster | | |
| Children's Law Center | caregivers in the District of Columbia. | http://childrenslawcenter.org | 202-467-4900 |
| | CJJ is a nationwide coalition of State Advisory Groups (SAGs) and allies dedicated to | | |
| | preventing children and youth from becoming involved in the courts and upholding the | | |
| Coalition for Juvenile Justice, | highest standards of care when youth are charged with wrongdoing and enter the | | |
| The | justice system. | http://juvjustice.org | 202-467-0864 |
| | DC Lawyers for Youth seeks to improve the DC juvenile justice system by advocating for | | |
| | reforms that promote positive youth development, effective legal representation, and | | |
| | supportive relationships between the community and DC's youth. | | |
| DC Lawyers for Youth | | http://dcly.org | 202-386-7104 |
| | As one of the first legal clinics of its kind, the Georgetown Law Juvenile Justice Clinic | | |
| | continues to be one of the premier law school clinics in the country. The Clinic | | |
| | represents youth charged with delinquency in DC, and provides an experiential and | https://www.law.georgetown.edu/academics/a | |
| Georgetown Law Juvenile | classroom learning opportunity for law students and resources and support for juvenile | cademic-programs/clinical-programs/our- | |
| Justice Clinic | defenders practicing locally and nationally. | clinics/JJC/index.cfm | 202-662-9593 |
| Georgetown University | CJJR supports and educates leaders across systems of care to advance a balanced, | | |
| Center for Juvenile Justice | multi-systems approach to improving outcomes for, and promoting the positive | | |
| Reform | development of, youth at risk of juvenile justice involvement. | http://cjjr.georgetown.edu/ | 202-687-4942 |
| | Washington, D.Cbased think-tank committed to reducing society's reliance on | | |
| Justice Policy Institute | incarceration. | http://justicepolicy.org | 202-558-7974 |
| | The Committee's major objective is to use the skills and resources of the bar to obtain | | |
| | equal opportunity for minorities by addressing factors that contribute to racial justice | | |
| | and economic opportunity. The Lawyers' Committee implements its mission and | | |
| Lawyers' Committee for Civil | objectives by marshaling the pro bono resources of the bar for litigation, public policy | | |
| Rights Under Law, The | advocacy, and other forms of service by lawyers to the cause of civil rights. | https://lawyerscommittee.org/ | |
| | The DC Reengagement Center is a "single-door" through which youth (ages 16-24) who | | |
| OSSE - DC Reengagement | have dropped out can reconnect back to educational options and other critical services | | |
| Center | to support their attainment of a high school diploma or GED. | http://osse.dc.gov | 202-671-2539 |
| | UDC David A. Clarke School of Law students and faculty supervisors in the Juvenile and | | |
| Took-Crowell Institute for At- | Special Education Law Clinic provide representation in special education, school | | |
| Risk Youth | discipline, and exclusion cases. | http://www.law.udc.edu/?page=JuvenileClinic | 202-274-7314 |

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Student Records





| Organization Name | Description | Contact | |
|--------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------|----------------|
| | There are two ways that you can access student records. If the school the student | | |
| DC Public Charter School Board | attended remains open, contact the school directly. If it is closed, contact PCSB at (202) | http://www.dcpcsb.org/where-can-i-find-my- | |
| Student Records | 328-2660. | student-records | (202) 328-2660 |
| | If the high school you attended is still in operation, please contact the high school | | |
| | registrar. | | |
| | If the high school you attended is now closed, please contact us at (202) 478-5738 or | | |
| DC Public Schools Student | send us a message. We will work with you to locate your records and ensure that a | http://dcps.dc.gov/service/request-transcripts- | |
| Records | duplicate is mailed to you. | and-diplomas | (202) 478-5738 |
| | The Education Licensure Commission (ELC) is the repository for academic records of | | |
| | institutions in the District of Columbia that go out of business and make no other | | |
| | arrangements for maintaining the records. All issuances are certified copies of records | | |
| OSSE Education Licensure | as they appeared in the Office of the Registrar upon the school's closing. Official copies | http://osse.dc.gov/service/closed-school- | |
| Commission | bear the seal of the Commission. | transcripts | (202) 727-6436 |

Student Safety/Corporal Punishment/Abuse





| Organization Name | Description | Contact | |
|----------------------------------|--------------------------------------------------------------------------------------------|---------------------------------|--------------|
| | The DC Child and Family Services Agency (CFSA) is the public child welfare agency in the | | |
| | District of Columbia responsible for protecting child victims and those at risk of abuse | | |
| Child and Family Services | and neglect and assisting their families. | http://cfsa.dc.gov/ | 202-442-6100 |
| | CWLA leads and engages its network of public and private agencies and partners to | | |
| | advance policies, best practices and collaborative strategies that result in better | | |
| Child Welfare League of America | outcomes for children, youth and families that are vulnerable. | http://www.cwla.org/ | 202-688-4200 |
| | Our mission is to promote court appointed volunteer advocacy so that every abused | | |
| Court Appointed Special | and neglected child in the DC foster care system can be safe, establish permanence and | | |
| Advocates (CASA) for Children of | have the opportunity to thrive. This mission is carried out through the recruitment, | | |
| DC | training and support of volunteer advocates (CASA volunteers) who serve youth in DC. | http://casadc.org/ | 202-887-0007 |
| | DC Appleseed solves problems affecting the daily lives of those who live and work in the | | |
| | National Capital area. As our region responds to the challenges posed by the current | | |
| | economic downturn, DC Appleseed's collaborative approach to addressing problems is | | |
| | more important than ever. The financial support we receive is multiplied many times | | |
| | over by thousands of hours of donated pro bono time. We work with volunteer | | |
| | attorneys, business leaders, and community experts to identify pressing challenges, | | |
| DC Appleseed Center for Law & | conduct research and analysis, make specific recommendations for reform, and | | |
| lustice | implement effective solutions. | http://dcappleseed.com | 202-289-8007 |
| | FAN supports youth in foster care in grades 5–12 by offering academic support, group | | |
| | mentoring, extracurricular instruction, community service opportunities, leadership | | |
| | development and college and career preparation. FAN's mission is to cultivate a focus | | |
| | on youth well-being and positive | | |
| FihankraAkomaNtoaso (FAN) | development in an environment infused with safety, security and love. | http://www.fan-dc.org/ | 202.379.3080 |
| | The Foster & Adoptive Parent Advocacy Center (FAPAC) gives critical support to the | | |
| | foster, kinship, and adoptive families who care for children in the District of Columbia's | | |
| | child welfare system. FAPAC's mission is to significantly improve the lives of children in | | 202-269-9441 |
| | the District of Columbia child welfare system by empowering their foster, kinship, and | | 202-209-3441 |
| oster & Adoptive Parent | adoptive parents to advocate for their children's needs and ensuring the inclusion of | | |
| Advocacy Center | those perspectives at every relevant table. | http://www.dcfapac.org | |
| | The Little Blue House has a single core mission: to foster the development of vulnerable | | |
| Little Blue House, The | and at-risk children and youth in the District in a safe, stable and healthy environment. | http://www.littlebluehouse.org/ | 202.291.2100 |

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Transportation





| Organization | Description | Website | Contact Information |
|--------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------|---------------------|
| | The Office of the State Superintendent Division of Student Transportation (OSSE DOT) is | | |
| | a regional transportation system that transports eligible special needs students in the | http://osse.dc.gov/service/student- | |
| OSSE - Transportation Division | District to school each day, safely and on-time. | <u>transportation</u> | 202-576-5000 |

Truancy/Out-of-School





| Organization Name | Description | Contact | |
|--------------------|-----------------------------------------------------------------------------------------|-------------------------|--------------|
| | Show Up, Stand Out is a free program to help parents get their children to school every | | |
| | day. One of the most important things you can give your child is a chance for a great | | |
| | education. We know that it isn't always easy. Show Up, Stand Out has partners working | | |
| | with over 50 elementary and middle schools in D.C. and is striving to help more than | | |
| Show Up, Stand Out | 4,000 students this year. | www.showupstandout.org/ | 202-727-1700 |

Violence/Sexual Assault





| Organization Name | Description | Contact | |
|-------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------|
| Ayuda Clinica Legal Latina | Legal and support services for Latina battered and immigrant women | http://ayudainc.org | (202) 387-4848 |
| | Break the Cycle's mission is to engage, educate and empower youth to build lives and | | |
| | communities free from domestic and dating violence. Our priorities are to educate | | |
| | teens and young adults about domestic violence, encourage youth activism, and | | |
| Break the Cycle | advocate for systemic change to increase and protect the rights of young people. | http://www.breakthecycle.org/ | 202-824-0707 |
| | City at Peace DC exists to teach and promote cross-cultural understanding, violence | | |
| | prevention, conflict resolution and leadership to youth ages 13–19. Teens are | | |
| | empowered to create safe, peaceful, and productive lives and communities, using the | | |
| | performing arts as a training vehicle. Students craft and present a performance, thereby | | |
| | enhancing their skills in public speaking and advocacy and increasing their comfort at | | |
| City at Peace DC | being civically engaged adults. | http://www.cityatpeacedc.org/ | 202.399.7993 |
| Crime Victims Assistance | Assistance to victims and their families with the financial burden of violent crime | | |
| Partnership | | http://www.apalrc.org/prog_crime.html | (202) 393-3572 x 11 |
| | The Crime Victims Compensation Program is funded by fines and fees paid to the DC | | |
| | Courts. Monies are used to compensate victims for out of pocket crime-related | | |
| | expenses for: medical treatment and medications; mental health counseling; funeral | | |
| | and burial costs; loss of wages; cleaning of a crime scene; replacement of value of | | |
| | clothing held as evidence; reimbursement for car rental while vehicle is being held as | | |
| Crime Victims Compensation | evidence; temporary emergency shelter where necessary for the health and safety of | http://www.dccourts.gov/internet/superior/cri | |
| Program | the victim; and home security for the safety of the victim. | mevictim/main.jsf | 202-561-3000 |
| | DCCADV's mission is to build a community where domestic violence is replaced with | | |
| DC Coalition Against Domestic | human dignity. We advance our mission through advocacy, community education, | | |
| violence | public policy, technical assistance and training, resource sharing and research. | http://dccadv.org | 202-299-1181 |
| | The DC Rape Crisis Center is a non-profit organization 501 (c) 3 and the designated | | |
| | sexual assault coalition for the District of Columbia. DCRCC is one of the first rape crisis | | |
| | centers in the nation and has spent the past 43 years listening to the stories of survivors | | |
| DC Rape Crisis Center | of sexual assault. In our 43rd year, we are working to empower a culture of consent. | http://dcrcc.org/ | 202-232-0789 |
| | Our mission is to ensure the safety and self-determination of domestic violence | | |
| | survivors in Washington, DC through emergency services, court advocacy and system | | 202-879-0720 or 202- |
| DC SAFE | reform. | http://dcsafe.org/ | 561-3000 |
| Domestic Violence Intake | The DVIC provides a single access point for victims of domestic violence by conducting | http://mpdc.dc.gov/page/domestic-violence- | (202) 727-7137 |

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| Center | intake evaluations, providing counseling, safety planning, assisting victims in drafting pleadings and other documents necessary for acquisition of protective orders and free legal representation. | <u>intake-center</u> | |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------|
| Domestic Violence Intake | regul representation. | | |
| Center at the DC Superior Court | | http://www.dccourts.gov/internet/superior/or | (202) 879-0152 |
| (DVIC- NW) | Court-based support center providing legal assistance (CPO's), advocacy, and referrals | g_dvu/intakecenter.jsf | |
| Domestic Violence Intake | | | |
| Center at United Medical | | http://www.dccourts.gov/internet/superior/or | (202) 561-3000 |
| Center (DVIC- SE) | Court-based support center providing legal assistance (CPO's), advocacy, and referrals | g_dvu/intakecenter.jsf | |
| House of Ruth | 24-hour hotline, shelter, and counseling for battered women and their children | http://houseofruth.org | 202-667-7001 |
| La Clinica del Pueblo | Counseling and support for battered immigrant and Hispanic women | http://lcdp.org | 202-462-4788 |
| | DC's oldest and largest civil legal services organization. The domestic violence/family | | |
| Legal Aid Society of the District | law attorneys represent clients in a wide range of intrafamily matters in the DC Superior | | (202) 628-1161 |
| of Columbia | Court. | http://legalaiddc.org | |
| Men Can Stop Rape | Outreach, education and prevention work with men and boys. | http://www.mencanstoprape.org/ | 202-265-6530 |
| | The policy of the Metropolitan Police Department (MPD) is to treat all victims/witnesses | | |
| | in a respectful, responsive, and compassionate manner that reflects the Department's | | |
| | recognition of the trauma of victimization. A member's interaction with the | | |
| | victim/witness of a crime shall not contribute additional harm. Toward that end, MPD | | |
| | members assist crime victims by providing them with information about their rights and | | |
| MPD Domestic Violence | available programs and services that can help them cope with physical injury, emotional | http://mpdc.dc.gov/page/domestic-violence- | |
| Resources | trauma, and economic loss. | <u>resources</u> | 202-727-7137 |
| | The policy of the Metropolitan Police Department (MPD) is to treat all victims/witnesses | | |
| | in a respectful, responsive, and compassionate manner that reflects the Department's | | |
| | recognition of the trauma of victimization. A member's interaction with the | | |
| | victim/witness of a crime shall not contribute additional harm. Toward that end, MPD | | |
| | members assist crime victims by providing them with information about their rights and | | |
| l | available programs and services that can help them cope with physical injury, emotional | http://mpdc.dc.gov/page/sexual-assault- | |
| MPD Sexual Assault Resources | trauma, and economic loss. | resources | 202-727-3700 |
| My Sister's Place | 24-hour hotline, shelter, and counseling for battered women and their children | http://mysistersplacedc.org | 202-529-5991 |
| National Center for Victims of | The National Center for Victims of Crime (NCVC) is an organization developed to forge a | | |
| Crime (NCVC) | national commitment to help victims of crime rebuild their lives. NCVC is dedicated to | http://ncvc.org | 202-467-8700 |

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| | serving individuals, families, and communities harmed by crime. | | |
|--------------------------------|--------------------------------------------------------------------------------------------|---------------------------|--------------------|
| | The NSVRC's Mission is to provide leadership in preventing and responding to sexual | | |
| National Sexual Violence | violence through collaboration, sharing and creating resources, and promoting | | |
| Resource Center | research. | http://nsvrc.org | 877-739-3895 |
| | The mission of the Office on Violence Against Women (OVW), a component of the U.S. | | |
| | Department of Justice, is to provide federal leadership in developing the national | | |
| Office on Violence Against | capacity to reduce violence against women and administer justice for and strengthen | | |
| Women (OVW) | services to victims of domestic violence, dating violence, sexual assault, and stalking. | http://www.ovw.usdoj.gov/ | 202-307-6026 |
| | RAINN (Rape, Abuse & Incest National Network) is the nation's largest anti-sexual | | |
| | violence organization and was named one of "America's 100 Best Charities" by Worth | | |
| | magazine. RAINN created and operates the National Sexual Assault Hotline | | |
| | (800.656.HOPE and online.rainn.org) in partnership with more than 1,100 local sexual | | |
| Rape, Abuse, & Incest National | assault service providers across the country and operates the DoD Safe Helpline for the | | |
| Network | Department of Defense. | http://rainn.org | 800-656-HOPE(4673) |
| | Second Chance Employment Services is a non-profit organization of human resource | | |
| | (HR) professionals that seeks to advance economic independence for at-risk women | | |
| | and their dependents through thorough employment placement services in both public | | |
| Second Chance Employment | and private sectors. They assist domestic violence victims between 18 and 65 years of | | |
| Services | age. 818 18th St. NW #420 Washington, DC 20006 | http://scesnet.org | 888-331-7451 |
| | The Stalking Resource Center is an initiative of the National Center for Victims of Crime, | | |
| | with initial funding from the Violence Against Women Office of the U.S. Department of | | |
| | Justice. Its primary purpose is to provide resources, training and technical assistance to | | |
| | victim service providers and criminal justice professionals in an effort to promote a | | |
| | shared, national understanding of stalking and to support locally coordinated, | | |
| Stalking Resource Center | multidisciplinary anti-stalking approaches and responses. | http://www.ncvc.org/src | 202-467-8700 |

Youth Engagement

| Organization Name Description Contact |
|---------------------------------------|
|---------------------------------------|





| | 100 Black Men of Greater Washington improves the quality of life for African- | | |
|---------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------|----------------------|
| | Americans, particularly young males, through programs focusing on health and | | |
| | wellness, economic empowerment and education. Tutoring programs emphasize math | | |
| 100 Black Men of Greater | and reading for Grades 1–5 and help both students who are falling behind and those | | |
| Washington, DC | that are excelling. | http://www.100blackmendc.org/ | 202.289.8884 |
| <i>5</i> | ACCESS Youth provides a range of programs and services for at-risk juveniles. | | |
| | Developing skills and fostering friendships, ACCESS Youth combines the benefits of | | |
| | mentorship and mediation in dynamic and engaging summer and after school | | |
| ACCESS Youth | programs. | http://www.accessyouthinc.org/ | (202) 652-0287 |
| | ACOC provides an array of education, training and workforce development, and crisis | | |
| | intervention opportunities to economically disenfranchised and underserved children, | | |
| | youth, adults, and families living in Washington DC's most economically and socially | | |
| Anacostia Community Outreach | depressed communities with regards to income, unemployment, and educational | | |
| Center | attainment (Targeted: Wards 5, 7, & 8). | http://www.anacostiaoutreach.org/ | 202-889-5607 |
| | The Cub Scout program helps to develop character, citizenship, leadership skills and | | |
| | values in youth ages 7–10. The boys have fun, but with a purpose. The mission of the | | |
| Boy Scouts of America, National | Boy Scouts of America is to prepare young people to make ethical and moral choices | | |
| Capital Area Council | over their lifetimes by instilling in them the values of the Scout Oath and Law. | http://www.boyscouts-ncac.org/ | 301.530.9360 |
| | Direct care services for children include four Family Homes in the District, and a Foster | | |
| | Family ServicesSM program that places children of all ages in safe homes in the | | |
| | community. The site also offers In-Home Family ServicesSM, and Community Support | | |
| | ServicesSM, which focus on providing Common Sense Parenting® classes that help | | |
| | parents expand and improve their child-rearing skills. These services and programs | http://www.boystown.org/locations/washingto | |
| Boys Town Washington, DC | touch the lives of 6,200 children and families in the District of Columbia each year. | <u>n-dc</u> | 202-832-7343 |
| | At City Year, we're working to bridge the gap in high-poverty communities between the | | |
| | support that students actually need, and what their schools are designed and resourced | | |
| | to provide. In doing so, we're helping to increase graduation rates across the country, | | |
| City Year DC | and changing the lives of the students we serve. | http://cityyear.org/dc | 202-776-7780 |
| | We provide a unique integrated system of supports and scholarships for underserved, | | |
| College Success Foundation | low-income students to finish high school, graduate college and succeed in life. | http://dccollegesuccessfoundation.org | 202-207-1800 |
| | Critical Exposure trains youth to use photography and advocacy to make real change in | | |
| Critical Exposure | their schools and communities. We're creating a new generation of civic leaders who | http://criticalexposure.org | 202-745-3745 ext. 20 |

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| | have: the tools to express themselves, the creativity to imagine new solutions to old | | |
|---------------------------|------------------------------------------------------------------------------------------|--------------------------------------------|-------------------|
| | problems, the belief that youth have the right and ability to fight for those solutions, | | |
| | and the skills to hold communities and public officials accountable. | | |
| | The DC Alliance of Youth Advocates (DCAYA) is a coalition of youth-engaged | | |
| | organizations, youth and concerned residents formed to ensure that all children and | | |
| | youth in the District of Columbia have access to high-quality and affordable | | |
| | developmental opportunities. We accomplish this mission by crafting policy | | |
| DC Alliance for Youth | recommendations, providing structured advocacy opportunities for our members and | | |
| Advocates | allies, networking and empowering youth. | http://www.dc-aya.org/ | 202-587-0616 |
| | DC Students Speak is a completely student-led organization that works to break the | | |
| | many "bubbles" that separate DC students, through the pursuit of finding and | | |
| | actualizing common goals. More than just raising awareness, DC Students Speaks also | | |
| | strives to be an advocacy organization, with the aim of mobilizing DC students to work | | |
| | together towards common goals. Check out our website for more information on some | | |
| DC Students Speak | of our other activities. | | |
| | The DCYAC is a 32-member body of youth from all of the wards of the District of | | |
| | Columbia. It is a diverse group of youth from various social, racial, and economic | | |
| DC Youth Advisory Council | backgrounds, united to improve the quality of life for DC youth. | http://dcyac.dc.gov | 202- 727-7966 |
| | DC Street Law brings together law students, high school students, and community | https://www.law.georgetown.edu/academics/a | |
| Georgetown Law DC Street | members to explore the intersection of law, public school education, and community | cademic-programs/clinical-programs/our- | |
| Law Program | improvement using learner-centered teaching methods. | clinics/DC-Street-Law-Program/index.cfm | (202) 662-9615 or |
| | Girl Scout Council of the Nation's Capital (GSCNC) has established the Young Leaders | | |
| | Program (YLP), which connects college students from local universities with girls who | | |
| | attend schools within DCPS. Over the course of six weeks, girls experience the joys of | | |
| Girl Scout Council of the | Girl Scouting and learn traditions, build courage, confidence and character and make | | |
| Nation's Capital | the world a better place. | http://www.gscnc.org/ | 202.274.3318 |
| Institute for Educational | Offers programs focusing on the establishment of leadership networks and examining | | |
| Leadership | policy issues. | http://iel.org | 202-822-8405 |
| | Our Mission is to provide educational and training opportunities to meet the aspirations | | |
| | of the underserved citizens of the District of Columbia. LEAP Foundation DC has gained | | |
| | national recognition for its commitment and innovative work at the grassroots level and | | |
| LEAP Foundation DC | communities around the country. | http://msdf.org | |

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| | The Office of LGBTQ Affairs works in collaboration with an Advisory Committee, | | |
|--------------------------------|------------------------------------------------------------------------------------------|------------------------------------------|----------------|
| | appointed by the Mayor, to define issues of concern to the LGBTQ community and find | | |
| Mayor's Office of GLBT Affairs | innovative ways of utilizing government resources to help address these issues. | http://lgbtq.dc.gov/ | (202) 727-9493 |
| | The Marion Barry Youth Leadership Institute (MBYLI) was founded in 1979 as a year- | | |
| | round program to train District of Columbia youth in the concepts of leadership and | | |
| Mayor's Youth Leadership | self-development. The MBYLI training model emphasizes practical, hands-on experience | http://does.dc.gov/service/marion-barry- | |
| Institute | and a holistic approach to developing leaders for the 21st century. | youth-leadership-institute | (202) 698-3991 |
| Men Can Stop Rape | Outreach, education and prevention work with men and boys. | http://www.mencanstoprape.org/ | 202-265-6530 |
| | A private, nonprofit organization that pairs Washington, DC public high school students | | |
| Mentors Inc. | with trained adult mentors. | http://mentorsinc.org | 202-783-2310 |
| | New Community for Children (NCFC) transforms the lives of children and youth in the | | |
| | District of Columbia by supporting academic achievement, developing life skills, | | |
| | fostering creativity and cultural awareness, nurturing spiritual connections and growth, | | |
| New Community for Children | and empowering children to succeed. | http://ncfc-dc.org | 202-232-0457 |
| | The DC Reengagement Center is a "single-door" through which youth (ages 16-24) who | | |
| OSSE - DC Reengagement | have dropped out can reconnect back to educational options and other critical services | | |
| Center | to support their attainment of a high school diploma or GED. | http://osse.dc.gov | 202-671-2539 |
| | Playworks offers training and full-time services for schools and youth development | | |
| Playworks DC | organizations throughout Washington DC, Maryland, and Virginia. | http://playworks.org | 202-822-0097 |
| Safe Shores | DC Children's Advocacy Center | http://www.safeshores.org/ | 202-645-3200 |
| | Sasha Bruce Youthwork (SBY) improves the lives of homeless, runaway, abused and | | |
| | neglected youth and their families in the Washington DC area. This year marked our | | |
| | Ruby Anniversary. For four decades, we've reunited more than 13,000 homeless youth | | |
| Sasha Bruce | with strengthened families. | http://sashabruce.org | 202-547-7777 |
| | Serve DC's Commander Ready program is a specialized component of the DC Citizen | | |
| Serve DC: The Mayor's Office | Corps program and is designed to educate and engage children ages 5–13 in emergency | | |
| on Volunteerism | preparedness training and activities. | http://www.serve.dc.gov/ | 202.727.7925 |
| | SMYAL supports and empowers lesbian, gay, bisexual, transgender, and questioning | | |
| | (LGBTQ) youth in the Washington, DC metropolitan region. Through youth leadership, | | |
| Sexual Minority Youth | SMYAL creates opportunities for LGBTQ youth to build self-confidence, develop critical | | |
| Assistance League | life skills, and engage their peers and community through service and advocacy. | http://smyal.org | 202-546-5940 |
| Show Up, Stand Out | Show Up, Stand Out is a free program to help parents get their children to school every | www.showupstandout.org/ | 202-727-1700 |

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| | day. One of the most important things you can give your child is a chance for a great education. We know that it isn't always easy. Show Up, Stand Out has partners working with over 50 elementary and middle schools in D.C. and is striving to help more than 4,000 students this year. | | |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|
| | Urban Alliance empowers under-resourced youth to aspire, work and succeed through | | |
| Urban Alliance | paid internships, formal training, and mentorship. | http://theurbanalliance.org | 202-459-4300 |
| Village Youth and Family | Partnering with girls and their families to build resilience through connectedness, skill- | | |
| Center, The | building and positive supports. | http://thevillageyouth.org | 301-838-4549 |

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-- END --